

**THE IMPACT OF TEACHING ARTS IN ENGLISH THROUGH CLIL IN A  
FOURTH-GRADE CLASS AT INSTITUTO TÉCNICO SUPERIOR IN  
ELEMENTARY SCHOOL BRANCH PEREIRA**

**JUAN DAVID CORREA GIL**

**JUAN CAMILO MAZUERA ARISMENDY**

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

**FACULTAD DE BELLAS ARTES**

**LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS**

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**TRABAJO DE GRADO COMO REQUISITO PARA OPTAR AL TÍTULO DE  
LICENCIADOS EN BILINGÜISMO CON ÉNFASIS EN INGLÉS**

**ASESOR**

**CLARA INÉS GONZÁLEZ MARÍN**

**LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS**

**FACULTAD DE BELLAS ARTES Y HUMANIDADES**

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

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### **ABSTRACT**

This research study sought to determine the impact of learning English through Arts with fourth graders. The focus of this study was on identifying students' language and content progress, CLIL challenges, and teaching strategies. The CLIL approach proposed by Coyle, Hood, and Marsh (2010) was used for supporting the integration of language and content throughout the process. The implementation lasted six weeks with a frequency rate of two hours per week in a fourth-grade class from the Instituto Técnico Superior elementary school branch. The data was gathered using the qualitative method through instruments such as observations, journals, and tests. The participants involved were 35 students from Arts, from which 10 students were selected to data gathering, and two pre-service teachers from the Licenciatura en Bilingüismo con Énfasis en Inglés from the Universidad Tecnológica de Pereira. At the end of the implementations it was found that there was a lack of experience at assigning the time-space of the activities proposed in the lessons; besides, it was identified that although L1 was not intended to be used in implementations, it was used in specific cases where teachers had to clarify or explain, and by students to ask questions about the topics taught; regarding positive aspects it was found the students' engagement towards Arts in English and challenges about understanding some explanations and directions in L2; and finally, it was determined that although there were some challenges, the students improved not only their content knowledge but also their linguistic one.

## RESUMEN

Este estudio de investigación buscó determinar el impacto de aprender inglés a través de las clases de Artes con estudiantes de cuarto grado. El enfoque del estudio fue identificar el progreso del lenguaje y contenido de los estudiantes, los desafíos de CLIL y las estrategias de enseñanza. El enfoque CLIL propuesto por Coyle, Hood y Marsh (2010) se utilizó para apoyar la integración del lenguaje y el contenido a lo largo del proceso. La implementación duró seis semanas con una frecuencia de dos por semana en una clase de cuarto grado del Instituto Técnico Superior sede primaria. Los datos se recopilaron utilizando métodos cualitativos a través de instrumentos tales como diarios, observaciones, y pruebas (tests). Los participantes fueron 35 estudiantes de Artes de los cuales a 10 se les recolectó datos, y dos maestros de practicantes de la Licenciatura en Bilingüismo con énfasis en Inglés de la Universidad Tecnológica de Pereira. Al final de las implementaciones se encontró que había una falta de experiencia al asignar el tiempo a las actividades propuestas en los planeadores de clase; además se identificó que aunque el uso del L1 no era esperado en las implementaciones, este fue usado en situaciones específicas donde los profesores tuvieron que explicar conceptos y los estudiantes hicieron preguntas acerca de los temas enseñados; en los aspectos positivos se encontró el compromiso de los estudiantes hacia las clases pero unas dificultades al entender explicaciones en L2. Finalmente, aunque se encontraron dificultades en la implementación del proyecto, se pudo evidenciar una mejora no solo en el conocimiento de la materia sino también en el idioma enseñado.

## 1. PRESENTATION

The huge advance in technology has brought the world together like never before creating a chain reaction in the educational systems throughout the globe. Every nation is in a race of developing 21<sup>st</sup> century citizens who are ready to face modern obstacles. One of the main characteristics of these modern citizens is about being able to communicate in the lingua franca making that goal as one of the principals for every nation in the implementation of foreign language education. This objective has shaken the world making every country re-evaluate their educative plans and goals for the new millennium. Nowadays, people have the necessity of communicating for political, economic, and educational purposes, as a result English has been chosen among many languages as the lingua franca to become the bridge that connects people around the world.

The previous triggered that in the last decade, most non-English speaking nations were pushed to create and implement different approaches to English as a foreign language teaching such as CLIL, which stands for *Content and language Integrated Learning* according to Marsh (2012). It refers to the implementation of an educational model where subjects such as math, science, social studies, among others are taught through a foreign language maintaining the balance between both areas. In relation to the above, the following paper will present the statement of the problem, the theoretical framework, the research questions and objectives, the methodology, the findings, the limitations of the study, the pedagogical implications and the conclusions of a research study focused on the integration of Arts and English language through CLIL in a fourth-grade class in Pereira.



## 2. STATEMENT OF THE PROBLEM

The following section aims to describe how the reality around the world is in relation to the failures in English language teaching, and to the process of the countries when adopting the idea of bilingualism using CLIL as the model to work on. In addition, it will be presented the Latin American reality and how it is turning more complex in the Colombian educational context by contrasting its environment with some other countries that although they have more resources, some challenges about integrating the CLIL model still arise. The studies conducted in the different countries that the paper will be naming have a strong relation to what our project developed since most of them have CLIL as the method to use and some others with strategies used. At the end of this document, the group of researchers will explain the importance that this project has in our own country and in Latin American as well.

To begin with, many educational systems in Latin American are facing a problem when incorporating CLIL into their language educational system, some of them are: *The Lack of Bilingual Teacher Training*, and *the Inadequacies of instructional materials* (Cardenas, 1995).

In the former, Cardenas (1995) states that the teachers may know about linguistic aspects of English, but they do not have the enough pedagogical knowledge to teach it. Recent studies show that there has been some improvement in bilingual teacher training; however, it stills points out to the necessity of teaching training to achieve the bilingual goals of the XXI century. In Latin American, teachers from primary and sometimes secondary schools do not have enough English language proficiency level and preparation to deliver EFL classes. For example, according to Colombia Aprende (n.d), in 2003 there was developed a diagnostic test in Bogota in which was evidenced that more than half of the Colombian teachers do not have the level required to teach English.

To exemplify this, from the 6% of the teachers that belong to a professional organization, only one of them was affiliated to TESOL (Howard, A., Nora, M., Telma, J., Gónzales, A., McMurray, M., and Traish, A. 016), which is an organization that requires teachers with a high level of English that are able and know how to use the methodology, materials, and activities showing a positive impact on students. Teaching English as a foreign language requires the use of English in the implementations because the communication between teacher and students through the language is essential. However, there are teachers who cannot speak English because they never learned it, or they just used it rarely without any pedagogical knowledge or educative purpose.

In relation to the second problem, it is common to find in schools' libraries traditional native language content materials obtained from foreign publishers and those resources are the ones teachers must work with. The books' content and materials proposed scenarios are unfamiliar, confusing for the learners, and even for teachers; as a result, those materials do not help the teaching and learning process because the realities and contexts are different. In addition, using materials from foreign contexts go against to what Cárdenas (1995) states about EFL education, in which he expresses that the materials should be appropriate, should not make students feel confused, and should be related to their own contexts.

In relation to Colombia, apart from having the two problems presented before in Latin American's reality, we have other root problems. The first one is the lack of administrative-economic support, which means that the government is not providing education with enough money to increment teachers' salaries, and it does not cover the necessities of some students who need the PAE (Programa de Alimentación Personal), among others. The second one refers to the poor educational infrastructure, which means that with the poor economic support the government provides, the educational facilities, or schools, have not enough

academic spaces, tools, and instruments that are required to teach and learn properly (Hurtado, 2016).

Those root problems affect CLIL because the schools and CLIL itself require adequate educational spaces such as labs, sports fields, content and language materials according to the context, and teachers with enough language proficiency to teach English and content. The problems mentioned above has led to many fail attempts at reforming the language teaching educational system; these attempts are evident in the English educational programs proposed by the government to improve language learning in our country.

In Juan Manuel Santos presidential term from 2010 to 2018, there were two ministers of education replacements that created different English educational programs which are *Colombia Very Well* (2015-2025) and *Colombia Bilingüe* (2014-2018). Although both of them aimed to develop English language proficiency and competences among Colombian students and teachers, the results of those projects presented wasteful and inefficient expectations due the lack of resources, methodologies, and time to make it work. Most of these problems are because with every large governmental change the ministry of education is re-structured leading to a redesigned of each educational program proposed by the previous administration. This in return, provides a new language program created under a different perspective without the last one being fully implemented.

In addition, the *Ministerio de Educación Nacional* (MEN) established as one of the language educational goals that eleventh graders from public high schools should finish their studies with a B1 language proficiency level based on the Common European Framework of References for Languages (2001). This is also presented in the *Guía 22: El Reto* (2006), which is the English standards for Colombian education. However, the country is still far from achieving this goal due to problems presented at the local levels. Primary and secondary

schools are not following the principles of scaffolding which according to Dickson, Chard, and Simmons (1993) as cited by Larkin (2002) is "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning" (p.2). This principle needs to be considered and incorporated into the school system where there should be a fluent English level transition between grades and assuring a continuous progression of knowledge to guarantee the achievement of the goal established by MEN. Sadly, in the Colombian English educational system this is barely applied (Linares, 2011).

Furthermore, the problematic we want to highlight as one of the most relevant is in relation to how English has become an isolated subject in most educational institutes. As Linares (2011) points out in her article *El inglés se enseña todavía de forma muy arcaica*, English is just another subject, meaning that it follows a traditional curriculum focused on content; this leaves an educational hole that does not promote interrelation between subjects and not allowing English to be integrated into extracurricular subjects; for example, Arts.

Different from the lack of articulation of English in extracurricular subjects, CLIL as a methodology has been a point of interest for different researchers that had developed studies about its implementation in schools. In Pereira, for example, a study was carried out in which CLIL and content were integrated. Its findings stated that one of the biggest challenges the teacher had was regarding the teaching and implementing CLIL lessons which means that it affected the balance between content and language (Ladino, Correa, and Maya, 2016). In the same context, another study was conducted applying CLIL with Science and it was found that students used the language and produced it using what they learnt (Dávila, 2016). Moreover, in Tunja, Colombia, a study was developed with students from fifth grade in a private bilingual school where Science, Mathematics, and Social studies were taught through CLIL; the findings revealed that it was difficult for teachers to implement CLIL because the teaching

process was focused on the content leaving behind the balance between content and language (Mariño, 2014).

Although the previous studies are very significant for the development of this project, some gaps regarding the students' grade, time of exposure, and context of implementation were identified. To begin with, in relation to the participants enrolled in the study done by Mattheoudakis, Alexiou, and Laskaridou (2016) the implementation was developed only with students from sixth grade which were taught in a different content from Arts. It means that students from primary grades were excluded turning the study restricted, and only providing a perspective of a secondary education process.

Regarding time of exposure, the study made by Flores (2017) took a larger amount of time compared to this project, two months to be specific; besides, the study was limited to Science as well as one of the previous studies presented. In the study done by Mariño (2014), it was demonstrated that although there was a bilingual context where students were exposed to the language, the implementation of CLIL was still challenging because content was the main focus. Considering the grade of the students, the time they were exposed to the language and content, and the context of their learning process, it was concluded that focusing only in content affected the development of the project where a balance among language and content was the primary point of interest.

Finally, the study made by Jaramillo, Ospina, and Reinoso (2014) focuses on using content and language, nonetheless, the content that was taught in their study is science, mathematics and social sciences which were different from the one involved in this research. The most similar study to the current one is the one made by Tsantari (2016) in which CLIL and arts is used, but on it is evidenced that at the beginning of the process students already had a good language proficiency from A2+ to B1+ which means that students had L2

background knowledge. Nonetheless, very little is known about implementing CLIL in Arts in primary grades.

Considering the previous studies and their findings in relation to the implementation of CLIL as a base to teach English as a foreign language, it can be stated that the importance of this research is in relation to how CLIL was implemented in a subject that is more practical. For instance, Arts, which is different from the ones used in the studies presented before. This project provided other perspectives of the points to consider when including a methodology as CLIL, but also it provided meaningful data about the results of implementing this model with primary learners.

Another crucial point to highlight is based on the findings previously mentioned, that showed that CLIL was not balanced at all, therefore, since the researchers are not Arts' teachers, the current project was developed using soft CLIL, which means that although the expectation was that students could learn the content and the language at the same time, the classes were planned to be more language-driven.

In relation to the previous ideas presented, the current project had the purpose of improving English language learning in a Colombian primary school through a proposal that differs from the regular way of teaching English as an isolated subject from the others. This project is then focused, on promoting English learning by interrelating it with other subject of the syllabus, where the language learning took place explicitly while learning content. For such purpose, the project used CLIL, which has shown a great success in long terms because as Lamsfuss-Schenk (2002) as cited by Wolff (2003) points out, CLIL allows learners to understand better the content when it is taught through a different language from the native one.

With the development of this project, it was expected to contribute in the English teaching field, where it can be implemented from early grades with the aim of preparing more proficient users of the English language. On the other hand, this project contributed specifically to Instituto Técnico Superior Sede Primaria in the improvement of children's basic language skills while learning content from another subject, but also familiarizing students, in-service, and pre-service teachers with the English language teaching in different academic contexts different from the classroom itself.

### **RESEARCH QUESTIONS**

1. What is the effect of teaching Arts using CLIL methodology on students' English performance?
2. What are the challenges when planning and developing CLIL lessons as English language teachers?

### **General Objectives**

- To determine the impact of teaching English through Arts.

### **Specific Objectives**

- To identify teaching challenges when implementing English through Arts.
- To determine students' language progress through the integration of content and English.

### 3. THEORETICAL FRAMEWORK

The purpose of this chapter is to explain in detail different aspects which will guide the development of the current research project. The aspects that are mentioned in this chapter are the literature review, which presents the different studies related with this project, and different theoretical principles such as CLIL, lesson planning, arts in education, the affective filter in language learning, disruptive behavior, giving of instructions, attitude, and autonomy.

#### 3.1 Literature review

The implementation of new methodologies such as CLIL (Content Language Integrated Learning) in the teaching practices has been a topic of interest in the research world for many years.

This literature review will present important concepts for our study related to the implementation of CLIL, and how it affects students' linguistic development.

The research article named *Analysis of Dynamic Bilingual Education Model Based on CLIL (content and language integrated learning) and Translanguaging in State School at Pereira (Risaralda, Colombia)* carried out by Jaramillo, Ospina, and Reinoso (2014) focuses on the analysis of teachers' and students reflection and insights towards the implementation of a dynamic bilingual education model based on CLIL and TL (Translanguaging) in a public institution in Pereira; the study was conducted with four language teachers and seven content teachers as well as thirty-six primary students and one hundred-two secondary students. Quantitative and qualitative methods were used through the following instruments to gather information for the research: Focus group interviews, stimulated recalls, and an OOPT (Oxford Online Placement Test).

Through these instruments, the author found that through the implementation of the research using CLIL and Translanguaging students and teachers gained experience and



improved their language skills, proficiency level, and empowerment of ideas as well as change on students' mindset regarding English language learning and an improvement in teachers' planning skills regarding innovation and application of new techniques.

On the other hand, based on the results of the OOPT it was evidenced positive impact of the implementations since 56% of the students achieved the levels A1, A2 and B1 on the test which is close to the Colombian Ministry of education standards regarding the level that students should get at the end of primary and high school.

This study is important for the development of ours since it dealt with the same methodology and target language this project used in their implementations; and considering that positive impact was achieved through it, we considered it relevant. The previous study made by Jaramillo, Ospina, and Reinoso (2014) conducted their implementations taking into consideration CLIL as the methodology to use which is a similar aspect to the following study that was carried out by Tsantari (2016) in which Arts content was taught also using this methodology.

The study called *CLIL in Art: Materials Design and Implementation*, was carried out by Tsantari (2016), the aim of this study was to report the outcomes of implementing CLIL in art to a group of L2 language learners. The study involved four students which were named from student 1 to student 4 in order to maintain their identities anonymous, student 1 was a 14 year old learner who had a B1 proficiency level of English; student 2 was also a 14 years old learner which is the sister of student 1, both of them have been attending to English classes but this one has a higher proficiency level B1+; student 3 was a 13 years old student who had a A2+ proficiency level; and finally student 4 which is the younger one with 11 years old, he had a language proficiency level of A2+, it is important to mention that all of them have been exposed to English and Arts as well.

In order to collect data this study used observations of the lessons implemented, semi-structured interviews of the learners, and students work, which are artifacts. At the end of the project, the results showed that at the beginning of the implementations students were reluctant to use L2; nonetheless, as implementations were being done, students were doing better, using the vocabulary they learnt and becoming more fluent in L2, even one of the students which was the weaker one in terms of using English was motivated to use it. Regarding CLIL the author stated that students in those classes improved their conversational skills; in addition to it, the acquisition of concepts from the subject taught, in this case Arts, was evident as a positive impact on students since at the beginning of the process they did not have knowledge about it, but as classes were developed they enriched their arts concepts and definitions. All of this was possible since the classes were designed immersing students gradually to the Arts content and English language knowledge. Although the results of the project made by Tsantari (2016) are positive, he concluded that using CLIL is demanding since it requires commitment with both language and content knowledge and that responsibility is difficult for novice teachers *“Teaching content through language can be really demanding and time consuming since the instructor bears a double responsibility”*. *“This requires a lot of time, effort and skills that some teachers may lack”* (Tsantari, 2016).

This study is important for the development of the current one since it dealt with the methodology this project used and the content taught is the one that was used by the researchers in their implementations. The previous study made by Tsantari (2016) developed his implementations taking into consideration CLIL method and joining it with art, this is a similar aspect to the following study that was carried out by Flores (2017) in which Science content was taught also using CLIL methodology.

The study called *The Sheltered Instruction Observation Protocol (SIOP) Model as a Tool to Incorporate Content Language Integrated Learning (CLIL) in an English Class with*

*Science Content*, was carried out by Flores (2017), the goal of this study was using SIOP as a tool to teach Science through CLIL to finally analyze the results and its applications. The study involved a public school in Pereira, Risaralda, the school is called *Institución educativa Suroriental de Pereira*, this institution has an agreement plan with the UTP, and its teaching of foreign languages is based mainly on *Guia 22*. There were 31 second graders involved that belong to middle-low and low socioeconomic stratum, their age average was from 6 to 9 years old, and their level of proficiency was only in basic vocabulary.

In order to collect data this study used journals, observation reports, and students' production tasks. At the end of the project and after analyzing the data collected, it was shown a variety of results which were classified on professional growth students' outcomes and students' responses to the implementation recognizing the strengths and challenges during the entire process. Regarding professional growth, the developer of the project found that the previous language knowledge students had is useful at the time of developing different topics; on the other hand, a timing issue was found, in which the developer expressed that some learners required more time than expected at the time of understanding the instructions in English and doing activities.

In the students' linguistic outcomes, it was shown that students comprehended the topics that were taught in most of the classes, in contrast to this, there was found that the use of L1 inside the classes although it was not supposed to be used, it was necessary in order to let them understand some instructions and commands. Finally, in students' responses, it was found that since students were children, they were willing to participate all the time; nonetheless, in some classes, students wanted to participate a lot and affected the appropriate behavior.

The previous study made by Flores (2017) developed his classes taking into consideration CLIL and trying to use it while developing content classes, this is a similar

aspect to the following study that was carried out by Ladino, Correa, & Maya (2016) in which the use of CLIL was done also to teach content, in a Pereiran context.

The study called *The Implementation of CLIL Approach in Instituto Técnico Superior, Primary School*, was carried out by Ladino, Correa, and Maya in 2016, the goal of this study was analyzing how the Content and Language Integrated Learning (CLIL) can promote language through subject-contents. The study involved a public school near the Universidad Tecnológica de Pereira UTP, the school is called Instituto Técnico Superior, this institution teaches learners from transition group and grades from first to fifth, the classrooms have enough equipment to teach properly, and it is also equipped with teachers' room, sports fields, and cafeteria. There were 33 students involved, their age average was from 7 to 9 years old, and their level of proficiency was A1; most of the students were kinesthetic, visual and musical learners. Ladino, et al (2016) considered the Guía 22 formar en lenguas extranjeras to gather enough information about what learners must achieve depending their proficiency level.

In order to collect data this study used mixed method (quantitative and qualitative) inasmuch as different instruments such as journals, observation reports, and students' production tasks were used to be analyzed. At the end of the project and after analyzing the data collected, it was shown a variety of results which were classified on professional development, students' outcomes and students' responses to the implementation recognizing the strengths and challenges during the entire process.

Regarding students' linguistic development it was shown that in terms of listening and speaking learners stated to distinguish sounds and pronunciation of some words such as cow, bear, bird, snake, mouse, among others. On the other hand, through the listening skill, learners were able to recognize different commands that were asked by the teacher; finally,

the learners were able to express certain ideas such as likes and dislikes, all of this was considered as improvement since the learners were always exposed to the language in an isolated way. In relation to CLIL, the results showed that there were some gaps in relation to how to connect theory and practice since the pre-service teachers had not enough experience on teaching and implementing CLIL lessons, moreover, another challenge found during the implementations was the fact that some students took too much time in developing the tasks, while other finished faster, which affected the timing of the activities.

The previous study made by Ladino, et al (2016) developed all their classes in one content subject using CLIL, an aspect similar to the next study carried out by Dávila (2016) in which the use of Content and Language Integrated Learning was the main focus as well besides the fact that it was implemented in the same school. The difference between them is the content unit which in the case of Dávila is science, showing different results regarding the subject taught.

The study carried out by Dávila (2016) called *Content Science English Classes in a Primary Public School in Pereira*, focuses on carrying out a content unit in English (Science) and enhancing students' linguistic repertoire by determining the impact of implementing Content and Language Integrated Learning (CLIL) in a Colombian school. This project developed in a public school called Instituto Técnico Superior, involved third grade students whose ages range were among 9 and 10 years old; the English subject in this school was taught as it has been taught in most of the Colombian primary classrooms, by a local teacher which is in charge of teaching all the subjects in primary education. In this study, *the estándares básicos de competencias: guía número 22* was adapted into the English curriculum of the school. There were 40 literate students who live in different neighborhoods of the city which vary in social strata; from those 40 learners, there were 7 girls and 33 boys, and their interests were related with sports such as basketball and soccer. In previous

observation done by the pre-service teacher, it was evidenced that those learners had preferences for visual aids such as videos and photographs, also learners demonstrated preference for tasks that involve movement. Therefore, among all students there are visual, aural, and kinesthetic learners.

In order to collect data, qualitative methods such as task plan, reflection formats, reflection per class, and action research reflection were done in order to register student's responses, linguistic outcomes, and professional growth. At the end of this study all data was gathered and analyzed, the results were characterized on the previous categories. The first one, 'professional growth' was divided in strengths and challenges: One of the strengths of implementing those classes was about flexibility which allowed the facilitator to go and come when needed to facilitate the development of each class. Another strength was related with the implementation of translanguageing, it was shown that in certain activities students were capable of presenting tasks in the target language and the mother tongue. In relation to CLIL, the students' outcomes, such as using the target language and the content of the classes proved that CLIL was working on that context, and they were engaged and actively participating during the classes, as Dávila (2016) stated:

This proves that with the implementation of the CLIL procedure students may get to the actual production of the language, not just the comprehension of it, a fact many language teachers struggle with. The fact that the students used all their linguistic resources during the content classes and the functions for which they were able to use the language, serves as evidence that the exposure to CLIL classes helped students improve their language proficiency.

In relation to the challenges found in that study, Dávila states that planning classes to a bigger number of students was difficult since learners had different learning styles, as a result, they worked differently according to the tasks proposed. Considering this, during the implementation another issue emerged regarding the time that the tasks took, since the time was not only taken while they were developed, but also when they were designed.

By dividing the strengths and challenges in the findings section, Dávila (2016) will contribute to this research project, due to the fact that they are implementing CLIL lessons in the same context that this study is going to be dealing with it; also, Dávila's findings will guide to plan and execute this research project, the strengths of those studies show that CLIL works in the Pereiran public schools by being flexible when the class demands it; in addition, this research project will be aware of the challenges that concern the Colombian context such as dealing with numerous groups, and how to plan different classes.

It is important to consider that the previous study done by Dávila (2016) which deals with the implementation of CLIL in a Colombian context, is going to help the current research since this one was implemented in a Colombian setting. Nevertheless, this research will consider other studies abroad too, like the one done by Mattheoudakis et al. (2016) which also deals with Content and Language Integrated Learning implementing it with the subject of Geography in an experimental school. Basically, both are related with the methodology but this one differs from the previous two studies because it was conducted in Greece, a European country where the context and situations vary from the Colombian one.

The study carried out by Mattheoudakis, Alexiou, and Laskaridou in 2016 called *To CLIL or Not to CLIL The Case of the 3rd Experimental Primary School in Evosmos*, was focused on the implementation of Content and Language Integrated Learning (CLIL), teaching the subject of Geography in English with the purpose of implementing a first official pilot project to introduce CLIL in state primary education during the years 2011-2012 in an Experimental School of English in Thessalonik, Greece. The population involved in the study were 51 sixth-grade students from which 25 learners formed part of a control group which was not instructed using CLIL and the remaining 26 learners were part of the experimental group that was taught with CLIL.

The methods collected quantitative data using 3 Geography tests: one test about the solar system, another about directions and orientation, and the last one about atmosphere aimed to examine learners' content knowledge; both groups were evaluated with the same tests. The findings showed that the group instructed using CLIL achieved higher scores in 2 of the 3 tests done where the experimental group scored in the first test 7.92 while the control group 7.33 and in the second test 9.14 while the others 6.98. Moreover, that CLIL has a positive impact on foreign language learning in primary educational context. In conclusion, CLIL implementation succeed as a pilot project in the sense that groups instructed using CLIL achieved better scores that the one that did not which showed more efficacy in language learning through the methodology of CLIL.

The previous research was useful for the research to identify that CLIL really works, showing better results in students who take subjects using this methodology even if the subject is not really related to the English subject as it is the Geography subject. Thus, this led the current research to consider that it can achieve positive results if conduct the implementation of teaching the subject of Arts using the CLIL. Additionally, the following research will show in depth other positive aspects shown by students who were involved in education with the CLIL methodology too.

The study carried out by Mariño (2014) titled *Towards implementing CLIL (Content and Language Integrated Learning) at CBS (Tunja, Colombia)* has the purpose of investigating how some of the characteristics of a Content-Based English class can be considered to implement Content and Language Integrated Learning (CLIL) to contribute to the education offered to the students of CBS, a bilingual school in Tunja. The participants for this study were 15 students from the 5th grade between the ages of 11 and 12 years old. To collect the information were used 5 instruments both qualitative and quantitative which were: surveys, observation forms, journals kept by the teacher, interviews, and documents.



The findings showed aspects such as background knowledge, which was used by students to construct meaningful learning in class because they were linking the new knowledge with the concepts they already knew and the new understanding with the previous experiences they have lived. Moreover, the language with the focus of CLIL which is basically learning to use the language and using the language to learn was evidenced too, where children were talking among themselves and to the teacher most of the time in the science class; learning the target language while they were also using it to learn in the classes. However, it was shown also that some students were having problems to deal with conversations due to the lack of understanding which demonstrates that there is still a necessity of improvement with the students in terms of the language component to fulfil the requirements a CLIL class may have of language for learning and through learning.

As a conclusion, it can be said that the methodology of CLIL was meaningful for students in the sense that they showed meaningful understanding in their classes, but it also requires more effort in its implementation to be more successful in the development of the students to allow them to be equally competent in the target language even considering their limitations in understanding.

The previous research done by Mariño is important for the current research because it allows to speculate how prepared need to be students involved in the learning to get meaningful learning through the methodology of CLIL. Besides, lead the research to consider as a duty to push students to practice the language during the classes to create better understanding of the target language while learning the content of Arts. The following study is also important for the current research since it deals with different perspectives by Colombian teachers about the use of L1 in CLIL settings.

The study made by Lasagabaster (2013) called *The use of the L1 in CLIL classes: The teachers' perspective* has as the main objective to investigate when and why teachers shuttle

between L1 and L2; the participants if this study were initially 45 in-service teachers; however, only 35 had CLIL experience and were included in the final sample. In order to collect the information, the researcher used a workshop in which the participants selected had to answer and give some insights about the use of L1 and its use inside classroom.

The findings were divided into five aspects: *‘to help students understanding; to make L1 and L2 comparisons; to feel comfortable in the CLIL class; to boost debate; and to deal with disciplinary issues’* the first aspect showed that most of the teachers had positive insights about the use of L1 in CLIL settings by stating that it should be used in certain cases where students need help to understand something new and abstract, clarifying students doubts, check their understanding among others; the second one showed that, help lower grades to increase their participation in CLIL classrooms and at beginners level help to make comparisons between grammar from L1 and L2; other aspect was related with developing confidence to use L2 instead of L1 and also make students more comfortable while doing it, the fourth aspect was related with fostering debates in L1 since it is difficult to do it in L2; the last aspect was about using L1 when dealing with disciplinary issues such as students that are not paying attention and also stating that the use of L1 has not to be omitted but minimized since students may get used to L1 and forgive L2.

### **3.2 Conceptual Framework**

#### **3.2.1 Content Language Integrated Learning (CLIL)**

The acronym CLIL stands for Content and Language Integrated Learning which focuses on teaching and learning contexts, where a language different from the students’ native one is used to teach a specific content (Coyle, Holmes & King, 2009). CLIL is a model first introduced by David Marsh in 1994, which is not focused only on language learning nor content learning, but where the two of them work as an engine in balance. CLIL involves ‘dual-focused’ goals for content and language respectively, so in a CLIL class, both are given

simultaneously (Gabillon & Rodica, 2015). Although the idea of implementing CLIL is very challenging for teachers, it benefits CLIL learners in the sense that they are exposed to higher cognitive demands because they would be facing a new language and gaining knowledge from a curricular subject (Bentley, 2010).

When implementing CLIL, teachers can decide about which type of CLIL approach is more appropriate for the learners' context and necessities in relation to Soft and Hard CLIL.

### **3.2.1.1 Types of CLIL**

Hard and Soft CLIL are also known as 'strong' and 'weak', both vary on the intensity on the language and the curricular content; while hard/strong CLIL focuses on the content, the soft/weak CLIL focuses on language (Bentley, 2010). The two types previously addressed will be expanded as follow:

#### **3.2.1.1.1 Hard CLIL**

Hard CLIL immerses the students in the content presented on curriculums but focusing very little on the linguistic component since it gives priority to content. In other words, this type of CLIL is a Content-driven approach which gives priority to content instead of language; it means that in settings where total immersion is applied and in which interaction in a foreign language is presented, hard CLIL is intended to be used (Ball, 2009, cited in Gabilloon & Rodica, 2015). Besides, using hard CLIL also implies involving the curriculum in the process since it specifies the content topics that must be taught in the target language (Bentley, 2010).

#### **3.2.1.1.2 Soft CLIL**

Soft CLIL, on the other hand, is the part of the CLIL model that has a linguistic focus where teachers primarily emphasize their classes on language learning and its use in real

interaction. In other words, Ball (2009) as cited by Gabillon & Rodica (2015) points out, this type of CLIL is a Language-driven approach and it differs from the content-driven presented before because the priority is interacting more in the target language and learning more about it. In other words, soft CLIL refers to the teaching of the target language through content topics (Bentley, 2010). By considering the nature of this project and although the researchers are not experts in the content subject but are pre-service English teachers, the current project was intended to be based on the soft CLIL model because the focus was that learners improve their basic language skills through content from the Arts subject.

### **3.2.1.2 The 4Cs of CLIL**

Coyle, Hood, and Marsh (2010) proposed that for planning a CLIL unit, it is necessary 4 different components that work as a ‘conceptual framework: content, communication, cognition, and culture, also called the 4 Cs. These four dimensions should be interrelated and interdependent maintaining a balance among them (Coyle et al., 2009).

#### **3.2.1.2.1 Content**

In simple words, content is the topic of the subject that learners will learn (Coyle, et al., 2010). Content is conceived as the systematic organization of knowledge from a determined curricular subject that a teacher is in charge of sharing, transmitting, and reflecting about. The content dimension refers to the information or input that learners are going to receive from a trained teacher which has the purpose of facilitating the learning process of the learners in relation to different aspects of science, languages, and culture (Bentley, 2010). In this sense, content refers to the understanding of the subject knowledge (Coyle et al., 2010).

#### **3.2.1.2.2 Communication**

Language is a key aspect in communication, that is why learners use the target language to learn the content, express their thoughts, and share their opinions, but also to learn the language itself (Coyle et al., 2010). Furthermore, with the communicative dimension, it is possible to increase students' participation in the class about the topic of the subject that they are learning while using the target language (Bentley, 2010) reducing the Teachers' Talking Time in the classroom. In fact, there is an integration of the content and the language dimensions.

#### **3.2.1.2.3 Cognition**

By using reflections and engagement in thinking, learners are expected to create relationships among knowledge acquisition and development of new thinking skills. To achieve this, CLIL has the purpose of allowing the learner being aware of their own capabilities to expand their understanding, and to test it without concerning about their ages or abilities. Cognition as one of the 4Cs of CLIL aims on increasing the critical thinking skills of the students for solving problems, construct, and reflect on their own learning process, and to accept challenges (Coyle et al., 2010).

#### **3.2.1.2.4 Culture**

Learning a new language requires a new cultural knowledge, that is why Culture as one of the 4Cs recognizes that there are diverse contexts. Students may interact with people from different backgrounds and learnt content from a different culture; that is why, the Cultural dimension of CLIL encourages students to recognize themselves and their own context to be able to accept the others' identities. In this dimension is essential the awareness of the

diversity because identifying the differences and similarities between cultures will lead to a better understanding of students and their contexts (Coyle et al., 2010).

### **3.2.1.3 Characteristics of CLIL**

CLIL focuses on a foreign language teaching instead of second language teaching, that is why CLIL teachers should not necessarily be native speakers of the target language, but they should have certain knowledge in the content and in the language. Less than 50% of the CLIL content is taught in the target language and it is frequently applied when learners previously acquired language skills in the mother tongue (L1); for this, CLIL is used often in secondary levels (Coyle et al., 2009). The following are some of the characteristics of CLIL that at the same time are related with the 4Cs previously presented.

#### **3.2.1.3.1 Choosing appropriate content**

According to Coyle et al. (2009), lessons must contain relevant content that should be appropriate to the age of the learners, their abilities, and their interests. Furthermore, this content should also help learners improve their skills and create new knowledge having in mind what they already know by providing meaningful interaction for learning.

#### **3.2.1.3.2 Developing intercultural understanding**

Developing students' intercultural understanding is important in the CLIL classroom because the cultural dimension is included. It is not a matter of reflecting and knowing only about the foreign cultures, but also about the own one. In CLIL classrooms should be opportunities for students to analyze the content from the perspective of another 'cultural lens' creating their own understanding and acceptance of the diversity (Coyle et al., 2009).

### **3.2.1.3.3 Using language to learn and learning to use language**

Using background knowledge when interacting is crucial in CLIL and this is used as input to adapt language to student's appropriate level; moreover, spoken and written language are used as a resource to gather content information in the learning process by going beyond the current student language level. Finally, CLIL provides strategies to develop language learning when recognizing, identifying, and using prior knowledge to face listening and reading tasks (Coyle et al., 2009).

### **3.2.1.3.4 Making meanings that matter**

Coyle et al. (2009) point out that CLIL enhances foreign language interactions different from classroom settings, where learners can take advantage of authentic material through virtual sources; in addition, CLIL must integrate motivating tasks and diverse contexts where communication can take place to encourage students to take advantage of their cognitive skills and emotions to increase metacognitive awareness.

### **3.2.1.3.5 Progression**

As Coyle et al. (2009) point out, in a learning process should be executed a step by step procedure in which the mother tongue and the target languages are included when developing content. It also should be accompanied by support related to speaking, writing, grammar, and visual aids with the goal of improving skills in relation to language use and content learning to create new knowledge.

Learners will dominate language to approach systematic information with the purpose of developing their thinking skills when observing, analyzing, and generalizing by facing real contexts (Coyle et al., 2009).

### **3.2.1.4 Applying CLIL**

Coyle et al. (2009) support that CLIL gives benefits to educational facilities related with context in which it is applied. For example, they state that CLIL prepares students to be citizens of the world, this also benefits the school itself because it allows them to access to different international certifications that can increase the school profile. Regarding the benefits in content, CLIL prepares students to gain abilities by developing a better performance for coming studies, and by allowing them to be critical. When introducing CLIL under linguistic focus, learners from a CLIL program develop self-confidence skills when using another language; moreover, they will improve their different communicative skills in the target language increasing their awareness of the differences between their mother tongue and the foreign language.

CLIL encourages learners to be motivated towards classes by creating strategies to solve problems. In relation to learning, CLIL students gain self-awareness on how to understand other cultures by reflecting about how those cultures must be understood and tolerated because they are integrated by different people with different points of view, attitudes, values among others. Moreover, it enhances pluricultural perspectives in learners and it will help to complement their points of view (Coyle et al., 2009). To achieve the benefits CLIL provides, Massler, Ioannou-Georgiou and Esteiert (2011) propose three different methods related to the implementation of CLIL.

#### **3.2.1.4.1 Verbal scaffolding**

CLIL teachers should provide comprehensible input for students by adapting their own language to the students' language proficiency. Furthermore, teachers should provide ways in which students can participate actively in the session no matter their limited linguistic repertoire (Massler et al., 2011).



#### **3.2.1.4.2 Content scaffolding**

Massler et al. (2011) state that to support the understanding of the learners and to increase their motivation with the content presented in CLIL classes, teachers should apply techniques that allow them to support the learning process while making the language input more comprehensible.

#### **3.2.1.4.3 Learning process scaffolding**

It refers to the necessity of CLIL teachers of supporting students in their learning process. It can be done by applying strategies that allow them to achieve the development of the learners' reflective skills, and, at the same time, improve their autonomy regarding their learning process (Massler et al., 2011).

### **3.2.2 Lesson planning**

Lesson planning according to Harmer (2015) and Rinvoluturi (1996) is a series of steps in which the teachers start to create a 'plan of what is going to happen in our lesson' p. 367. In that order of ideas, the lesson planning starts with a pre-stage where the teacher thinks about possible ideas and the materials that are going to be used in each one, those ideas serve as the starting point of the lesson. In the development of a formal lesson, it has to be taken into account different aspects that had to be included on it, all of them regarding the coherent sequence of activities and tasks that have to be linked as a whole, such aspects are openings, sequencing, and closings. (Richards & Bohlke, 2011).

#### **3.2.2.1 Openings**

Richards & Bohlke (2011) mentioned that lesson opening is one of the main aspects of a lesson, due to in this step the teacher will bring students' interest on what is proposed as the

aim of the lesson, in addition to it, the teacher will elicit students' background knowledge by reviewing and using strategies they knew in order to let them understand and complete tasks.

According to them, there are various ways of achieving a successful opening, which are: asking questions to activate background knowledge or creating ideas related with the topic, using brainstorming and discussion activities, showing them visual aids such as videos or images related to the main topic, or even showing something that is not usual for them to call their attention.

### **3.2.2.2 Sequencing**

A lesson normally includes more than one type of activity or task, all of them are constructed based on a 'script' created by the lesson designer, depending on the type and aim of lesson such as speaking, reading, writing, or listening, the teaching approach the teacher use will suggest the type of sequence to follow. For example, traditional classes use P.P.P, which stands for Presentation, Practice, and Production, or reading classes use pre-reading, while-reading and post-reading activities. In other words, the sequencing of a lesson is how the teacher handles the transitions between the different parts of the lesson; if the teacher is not experienced on this aspect, the learners will not maintain attention during the transitions of each activity (Richards & Bohlke, 2011).

### **3.2.2.3 Closings**

Although closing is the last part of the lesson, it has the same importance of the others, due to at the moment of finishing the class, the learners will feel that they achieved rather the main goal of the lesson or the one they established at the moment of learning. Also lesson closings are useful because with it, the teacher will reinforce and review what was done throughout all class and will prepare students for what is coming in further ones; in this

phase, is important to give students feedback about the effort they put and what they did. Teachers need to ask and encourage students to ask about doubts or even comments about what needs improvement (Richards & Bohlke, 2011).

#### **3.2.2.4 Pacing/Timing**

As it is said by Goldsmith (2009), teachers ask themselves how much each activity is going to take, and pacing according to him, is the ‘rhythm’ each activity has in relation to the time that is going to take and where is the appropriate moment to change from one to another; regardless if it is an activity, sub-activity, or sub-sub-activity, the pacing of each one of them had to be clear for the lesson designer in order to avoid any inconvenience that will affect the sequence of the other tasks.

### **3.2.3 Arts in education**

Arts is included in many European countries in their curriculum; however, a study made by The British National foundation for Educational Research has shown that aspects of arts are treated separately; for example, visual arts and music. (Irish National Teachers’ organization, 2009). In the same order of ideas in the Colombian curriculum for arts designed by the MEN it is stated that there are different fields of artistic education such as education in plastic and visual arts, graphic design, audiovisual, music, dance, theater, and literature. This shows that even in Latin America Arts is also taken and defined in their educational facilities as a subject (MEN, 2000).

#### **3.2.3.1 Artistic education in Colombia**

According to the curricular design for arts in Colombia artistic education is the field that deals with the sensibility through experience, in that sense learners and teachers will be enriched and will learn how to relate with artistic objects, nature, and culture. (MEN, 2000).

Furthermore, a decade later the National Ministry of Education in Colombia, enhanced that definition by stating that artistic education is the field of knowledge that aims to develop sensitivity, creativity, and expression of its learners in material and immaterial manifestations taking into account the intercultural contexts that involve the different expressions of the art which are sound, visual, corporal, and literary ones while highlighting the way we relate to art in our context, in other words, our culture and heritage (MEN, 2010).

### **3.2.3.2 Visual arts**

Visual arts let the opportunity to the learners to explore and experiment by using a lot of materials and processes such as; colors, paint, clay, paper among others (Irish National Teachers' organization, 2009). By using those materials learners will be able to explore them and develop their creativity and sensitivity. According to the MEN, the most common expression techniques in visual arts are painting and drawing, those two followed by crafting; in addition to these techniques, there are others such as making decorative objects or even modeling and making sculptures, all of it depends on the learners' grade and capacities they develop through the learning experience (MEN, 2000, 2010). Since the current project is working with children, the affective filters should be taken into consideration while designing and developing classes.

### **3.2.4 The affective filter in language learning**

According to Krashen (1982), there are three main hypotheses regarding language acquisition from which the affective filter hypothesis belongs, based on his perspective, there are emotional states that can influence how the process of language acquisition is developed, especially in the learning of second language, this emotional states are also defined as affective variables, one of them is motivation, which is composed external and internal factors.

### **3.2.4.1 Motivation**

Motivation can be interpreted from different positions, but it is still a concept that has been difficult to define as Dörnyei (1998) states, since despite of the fact that it has been a term commonly used in both, educational and research contexts, there has been little agreement among experts; nonetheless, Gardner (1985) considers motivation is a broad term that includes cognitive and affective elements that moves an individual to achieve something, it is a desire to perform actions to achieve a goal, Dávila (2016) also points out that when engagement is evidenced, is because there is a degree of motivation and interest that at the same time increases their active participation

### **3.2.5 Disruptive Behavior**

It can be interpreted as the multiple negative attitudes and actions performed by a student in a class; nonetheless, in order to have a more objective perspective of disruptive behavior, it is important to have multiple views about this term; Khasinah (2017) citing Merriam (2017) defines disruptive behavior as the disorder that interrupts, interferes or breaks apart the normal course of how people behave when a class is on the process of development or implementation; nonetheless, Harmer (2011) clarifies that disruptive behavior can adopt many ways in order to be evidenced such as disruptive talking and inaudible responses, which are elements normally caused by an external variable or influence and affects the class development in a considerable form.

### **3.2.6 Giving of Instructions**

Instructional guidance or giving of instructions can be interpreted as the patterns provided by a teacher in order to indicate and explain a procedure to be followed; nonetheless, Sowell (2017) citing Ur (1991) states that instructions are the way to introduce a

learning task that will help to measure students. Moreover; in addition, Sowell (2017) citing Scriverener (2011) and Ur (1996) considers that the giving instructions is determining factor that will serve as support to make a lesson a successful or a failure; this is perceived since according to Sowell (2017) Instruction-giving has a considerable effect and influence in the learning process of students having in mind that a class, lesson or activity may become a mayhem if students do not have enough clarity to comprehend what they are supposed to do during a task in a language class. Based on the previous, Elen (2016) citing Cameron (2001) suggests that teachers have the possibility of using gestures, facial expressions and mimics to complement the instruction-giving, in this way students may be able to comprehend better what teachers want them to do, develop or follow.

### **3.2.7 Attitude**

Attitudinal disposition towards learning may have many connotations, but it is a factor that can influence positively in the learning process of a students; Lasagabaster & Sierra (2009) citing Sarnoff (1970) perceives attitude as the favorably or unfavorably reaction upon certain objects, events or stimulus which according to Zainol et al. (2012). citing Fakeye (2010), is one of the most important factors due to the impact and influence it has regarding language learning. The previous position is shared by Gardner (1985) cited by Zainol et al. (2012) who states that the attitudes of the learners in relation to the learning or acquisition of another language is very relevant in the motivation and improvement they have when learning that target language since it has a significant influence on their performance.

### **3.2.8 Autonomy**

Independence or Autonomy can be interpreted as the faculty that an entity or individual has in order to act based on his or her own criteria; nonetheless, Benson (2006) citing Holec (1981) perceives Autonomy as the ability or attribute that a person has to manage, control or

direct his or her own learning process; however, Autonomy is composed by certain elements that according to Yagcioglu (2015) citing Scharle & Szabò (2000) are aspects that are strongly related to elements such as the decision-making and the management of a person on his or her own affairs in relation to their own learning process.

#### **4. METHODOLOGY**

On the following paragraphs all the information related to how this research study was conducted is stated by supporting the reasons with different theoretical framework proposed by authoritative figures in the field. Precisely, the type of research, type of study, the context, the setting, and the participants involved are going to be developed. Moreover, it will be explained aspects such as the researchers' roles, and finally, the methods used to gather data in the study.

##### **4.1 Type of Research**

Considering the nature of this research project, the qualitative method was chosen to gather and analyze the data; the information of the current project was gathered to understand the different results by describing, analyzing, and interpreting the data using qualitative methods, which means that this process deals with understanding the subjects' behavior. As Denzin and Lincoln (2005) points out, the qualitative research is defined as the practice of analyzing and interpreting the different phenomena that occur in the world; in this sense, the researchers who choose to work under the qualitative method observe people in their natural context trying to interpret their behavioral patterns and the different situations that cause them (Denzin & Lincoln, 2005).

According to Dörnyei (2007), although qualitative research can be messy in terms of generating useful data, it does not mean that qualitative data cannot produce valuable

outcomes; nonetheless, it requires more work since there is a mixture of observations, field notes, journals, among others that need to be analyzed and interpreted. In this sense, Dörnyei (2007) also specifies several types of qualitative research sampling that focuses on describing, understanding, and clarifying different data. The purpose of qualitative research sampling was to find individuals that could provide the current research study with some varied insights that will maximize the professional and individual experiences of all the people involved, such as the researchers, advisor, teachers, and students.

Based on the probability sampling strategies, the project used *Random Sampling*, which according to Merriam (2009) although the participants are immersed in the same experience, the researchers should know that everybody is not going to have the same experiences since the participants were chosen randomly.

For instance, for this project a sampling group which was exposed to different language and content tasks was selected. During the process, an observation and interpretation of the sampling was conducted in which the students' performance was analyzed in relation to language and content learning. The above was evidenced through language and content diagnostic test, observations, and reflective journals which are part of the qualitative methods.

## **4.2 Type of Study**

The research project was a case study which was concentrated on observing, testing, and reflecting on a small group of people (10 students) in an explicit setting where everything was gathered and documented. Merriam (2009) defines the case study as a 'bounded system', which means that the research has certain boundaries limiting time and amount of people involved.



Considering the qualitative nature of this project, the case study was characterized for being Descriptive. As Merriam (1998) points out, a descriptive case study is the one in which a group of people and the situations they face are explored; then, as the name says, it is described exactly what happens during the implementation and why the events occurred when conducting the study. As this project was qualitative, most of the data was described based on the interpretation of the events, behaviors, attitudes, and the performance of the limited group of students participating while learning English through Arts.

Finally, it can also be stated that the type of case study presented in this research project was Particularistic, which means that it was focalized on situations, events, or phenomena's because as stated by Merriam (2009), the findings were very important for the field to which the study belongs to and it may contribute to the language teaching programs. This study required a careful analysis and interpretation of the different situations that the students faced throughout the implementation and their responses towards them.

### **4.3 Context**

The context section aim is to give general information about the place in which the research study was conducted. Aspects such as location, type of school, grades, teachers, students, subjects, among others will be explored. The school in question is the *Instituto Técnico Superior sede primaria*.

The Instituto Técnico Superior sede primaria, where the study was conducted, is an elementary school branch out of three of the Instituto Técnico Superior and it is part of the Colombian public-school system under the control of the Ministry of Education. Since 2014, the Licenciatura en Bilingüismo con Énfasis en Inglés, which is one of the undergraduate programs at the Universidad Tecnológica de Pereira, has an alliance with this school. Because of this alliance, the university program and its pre-service teachers can develop their

teaching practicum at the Técnico Superior installations for elementary grades with the purpose of improving pre-service teachers' professional and personal experiences in the language teaching field, and to teach to students a foreign language in order to increase their proficiency.

The *Instituto Tecnico Superior Sede Primaria* is a small facility located in *Ciudad Jardín* in Pereira, Risaralda that focuses on teaching primary grades from kindergarten to fifth grade. Although this school has two academic days, one in the morning and one in the afternoon, this project was developed with the students of the morning. It has 280 students in total in the morning session, with an average of 36 students per classroom. There is one group per each grade except in fifth grade, in which there are two. In total, there are 13 teachers, and even though they are professionals in areas such as Social studies, Physical Education, Spanish, Arts, and Early childhood, none of them have experience teaching English.

This institution has one exterior area for recreational purpose, which is a concrete field that all students share in their break time. The school did not destine a budget for classroom materials such as photocopies, basketballs, jump ropes, cones, or mats; that is why students' parents are asked to supply the materials and resources their kids need to develop the different activities throughout the year; however, for the development of the project all the materials were provided by the pre-service teachers.

#### **4.4 Setting**

This section will describe aspects that characterizes the school and its teachers such as the number of hours students are exposed to English, how English classes are conducted and by whom, and how the English curriculum is planned. Although this primary school did not have an English teacher, each one of them in charge of a group had to teach all the primary (Castellano, Matematicas, Ciencias y Sociales) and secondary subjects (Educacion fisica,

Artes, Sistemas) as proposed in the PEI (Proyecto Educativo Institucional). Before the project, students were exposed to three hours a week of English classes, once the project was in the process of implementation students were exposed to double the hours of English, making a total of six hours per week. Furthermore, the school bases the English competences according to the Basic Learning rights of English.

This school provides education in early childhood and primary education with an average of 35 students per classroom, both male and female together in a co-ed public school context. The pre-service teachers from the Licenciatura en Bilinguismo con Énfasis en Inglés did their practices there becoming provisional English teachers for the school; considering that the person in charge of the process of teaching a foreign language must have language proficiency superior to B1 as stated in the Common European Framework for Languages and the pertinent pedagogical competences for primary education.

However, this creates a deficit in the required time students should be exposed to English throughout the year because out of the ten months of the academic calendar, only six months are covered by the university English practitioners leaving four months without any proper English language guidance, due to the nature of the primary education system where one teacher teaches all the subject including English, even though they do not have the English language proficiency level required to teach it.

#### **4.5 Participants**

The population involved in this study were fourth graders from the public-school *Instituto Técnico Superior sede primaria*. There are 36 students in the classroom; however, the researchers using random sampling selected only 10 of them with the purpose of focusing on and analyzing their different reactions towards the English language and Arts learning.

The researchers took all the proper ethical permissions from teachers, administrative, and parents to use the information gathered exclusively for educational purposes.

#### **4.5.1 Learners/Students**

As mentioned before, there were 36 students involved in the project, all of them enrolled in fourth grade in the Instituto Técnico Superior sede primaria. From the 36 students, 25 of them were boys and the 11 remaining were girls; nevertheless, throughout the project only 10 from the 36 students were randomly selected by using a strategy which consisted on asking students to write their names in a piece of paper, after writing them, the students were asked to put their names on a plastic bag and the researchers shook the bag and took out ten papers; the ones selected were the sample from whom their insights, experiences, as well as the diagnostic test results applied at the beginning of the implementation and at the end of it were considered.

These students were native Spanish speakers whose ages were approximately between 9 and 10 years old. Furthermore, according to *Guía 22: El Reto (2006)*, their English language proficiency level should be A2, however, after engaging and meeting the students, it can be considered that the real language proficiency was an A1 level since they basically understood the greetings, but they did not know the alphabet and just knew few body parts, for example. Even though pre-service teachers (UTP practitioners) provided support for the in-service teachers, they were not included in the research as participants.

#### **4.5.2 Researcher's role**

In this section, it is stated the role that the researchers had during the implementation of the project. Since the researchers were involved in the process itself and, at the same time, they were teaching English in Arts class through the CLIL approach, the main role of the

researchers was both, participants and observers. According to Merriam (2009), when you are a participant as observer, you are involved in the central activities, and assuming different responsibilities in the setting. In this research, the researchers were inside the classroom (Arts) implementing the activities as English and content teachers and at the same time observing the students' performances to keep a record of what happened through different data collection methods described in the following section. This was done by dividing the researchers' role; while one or two researchers were the teachers in charge of conducting the activities, the other one oversaw observation and collection data based on the ten previously chosen students' performance and attitudes throughout the implementations.

#### **4.6 Data collection methods**

This section aims to show the different instruments that were used to collect data and how they were implemented through questioning, observing, and reviewing the information provided by the participants. Recognizing that the current research used a qualitative method of gathering, describing, interpreting, and analyzing the information concerning students' insights, attitudes, and performances towards the lessons they received, the instruments used for the collection of the data were: Observations, reflective journals and diagnostic tests.

##### **4.6.1 Observations**

According to Merriam (2009), observations occurs directly in the place where the phenomenon occurs, in this case, the classroom. Although observation is natural and unconsciously, it can be done in research by addressing a specific research question and doing it systematically. It indicates that observation will give the researchers the opportunity to interpret the phenomenon investigated based on the different behaviors, attitudes, and performances perceived. The observations carried out were focused on the students'

performance during the lessons implemented. This was done through field notes which were taken from the direct observation of each lesson.

#### **4.6.2 Tests**

Although tests are classified as quantitative methods because they involve numerical results, the researchers used two main tests that were done at the beginning and at the end of the implementation process, those tests are called diagnostic tests, which are formative assessment tools that are used to measure what learners know and what they learned. After applying those diagnostic tests, a qualitative method of analysis was done to interpret the results. Something important to mention is that the tests were done in regards English and Content since the researchers implemented *Content and Language Integrated Learning* (CLIL).

#### **4.6.3 Fieldwork/Reflective Journals**

As it was mentioned before, observations were done to provide an external understanding of the data collected; however, combining those data collection methods with fieldwork journals allowed the researchers to have a holistic interpretation and analysis of the phenomenon involved (students' performance and teachers' lesson planning). According to Merriam (2009), fieldwork journals involves the researchers in the setting, while on-site, they are supposed to observe, remember, and record all that belongs to the phenomenon such as the participants and their performance during the lessons. In addition to this, Merriam states that the researchers working with observations and fieldwork journals, have to be aware in the sense that they may affect and be affected by the setting distorting the situation. The reflective journal take place after the implementation where the researchers wrote their insights regarding lesson planning and the different situations the took place in the class; this reflection was then taken as bases to plan the next lesson.

#### **4.7 Instructional design**

As using CLIL as the beginning point, researchers decided to integrate ESA, which stands for Engage, Study, and Activate where first learners were involved on what they were doing, after the engaging step, then the learners were asked to focus on the ‘construction’ of something (language and content); and finally, activations were done, where learners used the language and the content learnt as freely as they could; however, there was a need to be controlling them in terms of behavior.

Having in mind the notion of freedom in practice understood as the student’s own motivation in using the language to communicate and interact during the classes, an important implication was considered by the researchers in relation to the activation stage, which for the project carried out it was not possible to guarantee the autonomous use of language due to the nature of the subjects (Arts) and their integration with the foreign language (English), due to this integration, the role of the researchers as teachers changed from being not only the English teachers but to teach both content and language simultaneously, which leaded the researchers to control students’ in their Activation stage of ESA.

CLIL and ESA were used focusing on the design of the lessons, each one of them and its design contained the 4Cs as balanced as possible; however, taking into consideration different aspects that go into planning an Arts class, all 4Cs could not be implemented at the same level because of the variety of the activities.

**Engage:** Harmer (2007) states that during this stage students need to be involved in the activities and tasks presented, due to the fact that they need to find a positive emotional attachment which in the long term create a sense of motivations which leads to autonomous work. The reason why this step is relevant in the process of lesson planning and

implementations is that students will create an interest in the development of the different activities proposed in each one of the implementations and the impact that it will have on their performance will be much greater.

**Study:** In this stage the teachers must find a connection between the content and language to maintain the students engaged while the objectives of the course are achieved, this objective needed to be clearly proposed in the planning considering the linguistic items and content topics, As Harmer (2007) presents, study as an ESA step focuses on the construction of the knowledge related to students' immediate context. Linguistic aspects like pronunciation through strategies such as repetition and drilling will be use as part of the process of internalization of the concepts and words in relation to English; in addition, content topics based on the school's curriculum the implementations will be taught during the implementations.

**Activate:** As it was mentioned before, the more something is repeated, the more likely children and learners are to remember. The activation stage involves students doing exercises related with the different task proposed in the lessons and repeating those topics in different activities and tasks using their own knowledge and language based on a given situation provided by the teacher, in words of Cameron (2001) this is called recycling; this final step of ESA involves a combination of the previous steps to create a bridge that compiles everything and help students to learn and develop the content and language taught as effective as possible by taking advantage of the learning and teaching experience.

Maintaining engagement as the premise of the process was relevant in the 'activate' stage because of the impact it had, but also because including pieces of the study stage in the activation one for short periods of time was useful since it showed to students the importance



of reviewing the topics taught before to facilitate the latter process when applying and practicing during the different tasks proposed in the subject.

The researchers decided that the lessons were not going to contain explicitly the ESA steps, because it was better for them to integrate them implicitly, as a result, by reading and analyzing each one of the activities proposed on the lessons, those steps can be evidenced, e.g., ([See appendix 1](#)). In lesson 1 the different activities proposed contained implicitly each one of the ESA steps in order, first engaging students by playing a game about the colors, after it the study part, which was the explanation of the different colors of the chromatic circle, in the case of lesson 1 ‘primary colors’ and finally letting students to play different games in which they practice English and also the content taught which was the activation stage.

**Assessment:** When researchers visited the Instituto Técnico Superior sede primaria, they talked with the in-service teacher and also with administratives in order to obtain different information about the students, available materials among others; in that visit, researchers were informed that they had to assess students in the same way the school tended to assess all grades, the school has a defined curriculum which states that the evaluation system is defined in two different concepts which are ‘Cumple, o no cumple’ which means that students are assess according achievements directly inside the classroom, so there are not quantitative grades such as 1, 2, 3, instead of it, there is the achieved or not achieved assessment, which is going to be used by the researchers in order to answer schools’ requirements.

#### **4.8 Ethical considerations**

This chapter will discuss different ethical considerations that were taken into consideration for the development of the project since in the study were involved underage

participants. For this, the informed consent, the demonstration of respect, and the ensuring of anonymity, confidentiality and privacy were essential before, while, and after conducting the research.

#### **4.8.1 Informed consent**

According to Scott (2013), when conducting a research, it is essential to inform the participants involved about the nature, the purpose, and the methodology of the study. Therefore, for the current project, the researchers and the advisor went to the school Instituto Técnico Superior Sede Primaria to talk to the coordinator and to the in-service teacher who were the main authoritative figures for the development of the project. Doing this, it was conducted a meeting in which both parties asked questions and provided information regarding the aim of the project, the time it was planned to be implemented, the school's assessment system, the syllabus of the grade, the in-service and pre-service teachers' roles, the schedule to implement, and the pre-service teachers' procedure to collect the data through diagnostic tests, journals, and observations with the participants. Finally, students were also informed about the purpose of the project and their role in the implementations.

#### **4.8.2 Demonstrate respect**

The researchers must be aware of the participants' generosity through the implementation of the research. Hence, the pre-service teachers must be able to adapt and to respect the school's policies to develop a collaborative work with the participants involved in the project (Akaranga & Makau, 2016). In this sense, the researchers demonstrated interest throughout the execution of the project, showed gratitude to the participants for their availability and commitment, and worked under the requirements of the school in a respectful way.

#### **4.8.3 Ensure anonymity, confidentiality and privacy**

As Akaranga & Makau (2016) point out, anonymity, confidentiality, and privacy in a research project refers to the act of keeping secret any specific and personal information that may give reference to the participants involved in the project. That is why the researchers were committed to maintain the confidentiality of all the students', in-service teachers', coordinator's, and any other school employees' identity in the data collected by labelling them as anonymous. Moreover, this data was handled and analyzed only for academic purposes.

### **5. DATA ANALYSIS**

For this project, the analysis of the data gathered was done through Grounded Theory, which according to Glaser and Strauss (1967) can be defined as “the discovery of theory from data” (p. 1) that is systematically obtained and analyzed in research. Normally, a research project which is using Grounded Theory starts with either questions, or qualitative data, and then it is started a categorization process in which all the information collected after conducting the study is systematically discriminated and organized to find a well-supported theory (Glaser & Strauss, 1967).

The Grounded theory can be done deductively or inductively. First, in the deductive approach, as the data is being collected, investigators create different codes based on the research questions/objectives, then based on those codes, they look for patterns or similarities on the data which become the basis of the theory. On the other hand, the inductive approach works in the opposite manner by beginning with the deep analysis of the data looking immediately for the repeated patterns or similarities to create the different codes which work as the basis of the theory. In both approaches, the investigators -parting from the codes- continue to condense the information into categories leading to the bases for a new theory.

For the current study, it was conducted an inductive approach in which based on the careful examination of the different instruments used to collect the data, it emerged some patterns that became in the categories of the study.

To be able to find such categories, the data analysis was conducted in the following way:

### **5.1 Instrumentation/Raw data**

As previously mentioned, for this study it was selected four different data collection instruments based on the objectives and on the research questions of the study. The first instrument that was designed was the diagnostic test in which there were multiple choice and filling the gap questions; in most of the cases the students were provided a word bank with the vocabulary ([See appendix 2](#)). Secondly, after the implementation of each class, the pre-service teachers developed a journal with their insights about the development of the classes. Finally, the pre-service teacher with the role of observer took field notes about what happened in each class.

### **5.2 Data Condensation**

The instruments without manipulation were considered as raw data; however, after applying the instruments designed and developing a process of examination, it is considered as Data Condensation (Miles, Huberman, & Saldaña, 1983). Therefore, after conducting the first implementation, the diagnostic tests were graded, and the fieldnotes of the observation were organized in writes-ups that, like in the journals, they were assigned a code, and all the lines of the texts were numbered. All these texts were read and analyzed, making an inductive process to find the patterns that arose, and highlighting them with a color according to the tendency found.

### 5.3 Data Display

When all the data was condensed, it was developed a process of discrimination of data through the design of a 'matrix' as proposed by Miles, Huberman, and Saldaña (1983). The matrix was divided in three columns: the first one was labelled Instrument, in which it was specified if it was a journal or an observation write-up. The second one was labelled Code, in which it was provided the codes where the patterns already highlighted in the data condensation part could be find. For example, this is the code for one of the observations write-ups developed in the matrix.

#### **L67/ Journal 2/ April 25 JD**

L67: Number of the lines in which the information was found

Journal 2: Journal and its number indicating the order it was made

April 25: The date in which the journal was made.

JD: The researchers initials

And here is one example of a coded observation:

#### **Obs#2;JuanCamiloM;25/04/18;L88-89**

Obs#2: Observation and its number indicating the order it was made

JuanCamiloM: Name of the researcher

25/04/18: The date in which the observation was made.

L88-89: Number of the lines in which the information was found

Finally, there was another column labelled Category in which it was provided a name for the different patterns or tendencies found in the codes established. The development of this matrix through the process of discriminating, highlighting, and coding the data is known as Open Coding (Borgatti, n.d).

As final steps, it was conducted a process of axial coding, in which based on Borgatti (n.d), after having identified the open codes with the matrix, this information was interrelated and contrasted, and new codes emerged. Consequently, these axial codes were also interrelated which allowed to create some selective codes that are directly linked to the findings of the project.

## **6. FINDINGS AND DISCUSION**

This chapter seeks to present the findings and discussions obtained in relation to the research questions and objectives, the main outcomes of the project were regarding lesson planning, language used, positive and challenging aspects and students' outcomes.

### **6.1 Lesson planning**

#### **6.1.1 Issues found in lesson planning regarding experience and timing-pacing**

The lack of experience of the pre-service teachers when designing a lesson plan and the students' English knowledge affected the timing-pacing assigned in each one of the activities and their proper development.

This finding reports the problems that were found during the development of each one of the lessons by considering two important aspects; first, the lack of experience of the pre-service teachers and second, the issues with the proper time and pacing given for each activity to be developed by the students.

The researchers considered that the issue already mentioned was relevant since it directly answers one of the main objectives of the current research; taking into consideration that the researchers did not have any actual professional fieldwork regarding teaching Arts through English to fourth graders, most of the problems that were found are regarding the

adaptation of the strategies used in English teaching, specifically in the activities developed in English/Arts classes. Those strategies were used to develop the implementation of artistic centered activities that are not similar to English teaching, that decision of combining strategies from another area of knowledge caused the problems that were mentioned before.

To evidence the problems previously mentioned, the researchers used a series of observations and journals. In the second journal made by one of the researchers, it is evidenced one of the problems that was found during that implementation, the coding done to represent that journal is **L67/Journal2/April25JD**.

After doing the silk paper balls, I stopped them, inasmuch as the time left was just 30 minutes. In those 30 minutes was designed other activity with the silk paper balls, students needed to create the Colombian flag with the silk paper balls. I told them that they were going to receive a piece of paper to start gluing the silk paper balls according the Colombian flag colors.

In the extract of the second journal made on April 25th, the researcher intended to express that the development of the activity was affected by the time students took doing silk paper balls; the researcher while implementing that class realized that the time that was assigned for that activity took much longer than expected and it would affect the development of the following activity, which was about gluing the silk paper balls into a shape of the Colombian flag. In that sense the researcher made the decision of stopping the students to follow the other activity proposed in the lesson plan. In the previous extract it is observed the point of view of one of the researchers playing the role of a teacher in charge of developing the art classes and reflecting about them by elaborating a journal; the issue can be observed in the lesson plan comment made by the teacher. ([See appendix 3](#)).

The following excerpt is based on the other researcher in the role of an observer, the observation report was made based on the same class and it evidenced that a similar issue happened during it, the code used to classify that observation was **Obs#2;JuanCamiloM;25/04/18;L88-89**.

*The activity about drawing 'planas' (geometrical figures) could not be finished inside the classroom, so the teacher tells them to finish the activity in their homes as a homework.*

In the extract of the second observation made on April 25th, it was evidenced that the timing was affected by how it was assigned for each activity. In there is stated that the activity that was intended to be done after gluing silk paper balls, which was about drawing geometrical figures in their notebooks, had to be assigned as a homework; although the researcher, that was the teacher at that moment designed that activity to be done inside the classroom, he had to stop it because the class was coming to an end, instead of leaving them continuing developing that activity, he decided to give them final instructions about the work to assign it as homework. ([See appendix 4](#)).

While in the previous excerpts were shown challenges at timing each one of the lessons and its activities, the following excerpt evidence the general lack of experience in lesson planning, it is based on a journal made by one of the researchers and the code used is **L130-133/Journal1/April11JD**

I consider that although the class had some advantages and was developed as it was designed, the challenges were too many and they were related with how I connected each one of the parts of the lesson and how I distributed the time in each activity, I did not have into account issues like students finishing earlier the activities while others not.



In the extract of the first journal made on April 11th is shown that the researcher made a reflection about how was his class; on it, is evidenced that although the class was delivered as planned and had some positive aspects, there were certain challenges in relation of how the lesson plan itself was structured; first of all the researcher highlighted that there were challenges in creating the connection between activities, as a result that affected the timing of those activities; in addition to that, the researcher did not took into account students previous knowledge at the time of designing since some of them were able to finish faster and some others were not capable of doing that.

The following excerpt is based on the combination of both issues, the lack of experience in lesson planning and timing based on the perspective of the other researcher. The code that represents the journal mentioned is **L120-125/Journal2/May2**

A pesar de todo lo planeado en clase y la secuencia de las actividades, debo admitir que los eventos no se desarrollaron en el tiempo esperado y debí haber considerado más tiempo en el desarrollo de los pasos de la clase. Para futuras clases planeare mejor este aspecto ya que aun siento falta de experiencia en ello.

The excerpt made on May 2nd shows that although the class was implemented, there were some issues related with how to create the lessons; the issues involved were regarding time that according to the researcher on his reflection led to the lack of experience in lesson planning, on it, the researcher stated that the activities proposed on that class were not properly timed and they took more than necessary, which finally affected the way he developed his lessons.

This finding is then related with lesson planning and how it is seen as a skill to be improved by the researchers. The idea of a lesson involves a starting point which is going to be developed, following that thought Rinvoluti (1996) explains that in order to create a

lesson plan, the first step is to have an idea, which comes as a mental design, that functions as well as an initial chart for the teachers to create a support that will guide them throughout the creation of an entire lesson plan; however, the support to create a good lesson plan primarily depends on the teachers experience that has gained through constant exposure to real life situation, as Richards & Bohlke (2011) states, lesson planning is going to be an easy task for experienced teachers since they will not have to write detailed information about what they are going to develop during their classes, this idea supports what is shown here, since the lack of experience of the researchers in terms of lesson planning affected negatively the development of the activities proposed.

Lesson planning encompasses different aspects to be taken into account such as goals, in which it is stated the aims of the lesson; activities, where it is stated what the students are going to do in the class; sequencing, which means the order of the activities; grouping, where you decide how to divide the group; resources, which are the materials that will be used, and timing-pacing, which is how much time the activities will take and how much students will take doing them (Richards & Bohlke, 2011).

Furthermore, a design of a lesson plan including all of the aspects previously mentioned will help teachers to develop a class in which all the possible problems will be faced; the connection of those aspects has to be done as a gear, since with the failure of one of them, the others will stop working. In accordance to this, the researchers found that the lack of experience in lesson planning affected the timing that the activities had; as it is said by Goldsmith (2009) 'timing is present in every decision in the day-to-day practice of the classroom. Since time is a constant element of the class', timing is an important factor that is bounded to the activities; as a result, the bad distribution of it in a lesson plan will affect the development of the activities. Following the idea of a lesson, Brown (2001) explained the four basic elements to consider while developing a lesson plan, the first is variety, the second

one sequence, the third one pace and the last one time, being the last the most difficult to master and to include appropriately inside of the lessons.

What is explained by Brown (2001), is that timing is the most difficult skill to master. When designing their lesson plans, it is evidenced that the researchers in their journals mentioned that the activities proposed were not developed as intended due to the time they assigned to each activity, which affected also the pacing due to the teachers' lack of knowledge about their students' background knowledge and language abilities; as a consequence, students took more time to develop the activity proposed. To conclude, in order to create the lesson 'as a whole', the planning needs to include the four steps explained by Brown but taking into account the issue found in this finding, the third and fourth steps have to be emphasized.

Based on the extracts presented before, the researchers found their lack of experience which was reflected through the implementations, specifically in the planning of activities and in the time proposed to be taken by both researcher-learners to explain and develop them. As it was evidenced in the extracts of both journals and observations, the researchers considered that the time taken at the moment of designing and implementing the lessons was not accurate at all because the activities could not be completed during the time assigned to each one of them, inasmuch as students took more than expected. As considering timing and pacing as the main issues in this finding, those aspects recognized as challenges can be corroborated by the results of Dávila (2016) who states that planning a class where the language is joined to a specific content is demanding in terms of time taking, because it is necessary to consider the timing of each one of the activities and also the different types of learning styles since students do things differently according their capacities and based on the variation of activities as stated by Harmer (2009). In other words, timing and the lack of the researchers' knowledge about their learners finally affected the lesson in terms of pacing.

Following that order of ideas, the conclusions of Tsantari (2016) are related with how CLIL implementation and its design is difficult for novice teachers inasmuch as they have to be aware that they are dealing with two subjects at the same time; as a result, this teaching methodology requires a lot of time, effort and skills.

As the lessons were affected by the inexperience of the teachers in that field, which is teaching Arts, they had to continue the classes as they considered appropriate; although there was a coherence between the activities, the researchers did not specified exactly what they expected from the learners at the time of developing activities, all of these is also evidenced in Ladino, et al (2016) where it is stated that *“another issue presented in planning was related with the activities to be developed by the students because some of the students finished faster while some others took longer time than expected”* which means that they had a problem with pacing at the moment of developing and designing their classes, the same challenge found in this research.

In the Ladino's excerpt, it is evidenced that in their analysis of the data, it was found a problem related with the time students took while developing the activities, that finding corroborates the issue that was also identified by the researchers in the current investigation since they did not take into account the students' pace at the moment of developing the activities; as a result, those activities were affected at the moment of trying to move on to another one. The context and the experience of the teachers at the moment of implementing their classes will affect directly the way they deliver the classes, that is why the researchers have similarities in their context in terms of challenges found at the moment of implementing their lessons; for example, in the study made by Flores (2017) it was found a problem related with time management in which it was affected by the time students took at the moment of understanding the explanations and developing the activities, as a result this finding, which

was a challenge for the researchers at the moment of implementing, was also connected and supported to the results of the Ladino's (2016) and Flores' (2017) ones.

In the former finding it was evidenced a challenge for the researchers regarding their lack of experience in terms of lesson planning, affecting the timing and pacing of the activities developed by the students, in the following one it is evidenced the use of the mother tongue inside the classroom by the teacher/students and the reasons to use it.

## **6.2 Use of L1 by teachers and students**

### **6.2.1 The use of L1 inside the classroom by students to express doubts and talk among them.**

This finding reports the usage of the mother tongue, which was Spanish, in some of the implementations, the main focus that was found during the analysis of the journals and observations was the use of Spanish by the students to express doubts and talk with their peers.

The aspect already mentioned was considered relevant since it deals with one of the research questions about what could be evidenced while doing the implementations of Arts and English; taking into consideration that the students were in a context in which Spanish is their mother tongue, it could not be omitted during classes. In addition to it, although the researchers considered that as they were following the bilingualism idea, the students' mother tongue was going to be used as minimal as possible during the implemented classes, since the aim of the implementation process was to enhance students' English language through Arts.

To provide evidence about the use of the mother tongue inside the classroom, the researchers made their insights in a collection of journals and observations. The coding used

to the following extract about the use of Spanish in one of his classes is

**Obs#4;JuanCorrea;09/05/18;L29-31**

Students were calling teacher's attention to solve some doubts and ask if they have the correct materials. The activity done was related with the creation of a mothers' day flower and they brought some materials to create it. They did all the questions in Spanish because they did not know how to create those sentences in English.

In the previous extract made on May 9th the observer wrote about the teacher delivering one of his classes, while delivering it, it is evidenced that students called the teacher in order to get different explanations about the topic that was taught that day and the celebration that was going to be held, which was the 'Mothers' day', the task consisted on creating a flower and its respective flowerpot in order to give them to their mothers. The students started to ask the teacher if the materials they brought were the correct, and also asked about how to do the different steps to create the flower; the language students used at the moment of asking the teacher was Spanish inasmuch as they did not have enough English language knowledge to create complete sentences in English.

In the following excerpt the researcher playing the role of the teacher reflected on the class he delivered; that reflection shows the use of the mother tongue inside the classroom; however, in this extract is evidenced the use of the mother tongue is used by the students to talk among themselves. The code used to represent that journal is **L25-**

**31/Journal2/April25JD**

I began that activity by telling students to count from one to three (numbering them), and after counting I started to call students who were number one and started to organize the groups, while I was organizing them, the others started to talk in Spanish.

In the extract made on April 25th the researcher expressed that while he was grouping students to start doing the activity related with the Colombian flag, some others started to speak in Spanish. The researcher started to numbering students in order to make the groups; the numbering was from one to three, in that order students were going to be grouped with the partners that had the same number; for example, number ones will be grouped together, and the same was going to be done with numbers two and three. While organizing the students who got the 'number one', the researcher noticed that the other students started to speak to their partners using the mother tongue; although Spanish was not expected to be used by the students, it happened because that language is the one that is commonly used by students and in-service teachers inside and outside the classroom.

In the following extract made by one of the researchers is shown that the students got the idea of what was explained in English; however, to show their understanding they used Spanish and made comments about the activities. The code used to represent the observation was **Obs#4;JuanCorrea;09/05/18;L61-66**

While doing the task of cutting, painting, and creating designs on the cups that were going to be used as the flower pots, students keep going next to the teacher standing up from their places and asking him if they were doing a good job and also asking about doubts related with the task itself. All of the questions made by the students were made in Spanish; for example, Teacher voy bien? Or Teacher que hago después?

In the observation made on May 9th the researcher intended to express that when the students were doing the task of creating the mother's day flower and its flower pot, which involved cutting the leaves and petals, painting them, and creating a message or design on the flower pot, some students were doing the task while the others started to stand up from the place they were and started to go next to the teacher asking him questions using their mother

tongue related with if they were doing a good job, besides of it, they asked him about the task itself, they used basic Spanish questions such as teacher am I right? Or teacher what I have to do next?

In the following excerpt is evidenced the use of Spanish by the students in order to express misunderstandings about the task proposed by the teacher; although Spanish was not intended to be used during the task that will be shown, it had to be used because students kept asking about the task itself, the code made representing that journal is **L21-**

### **30/Journal1/April11JD**

I proposed to change the seating arrangement of the classroom; although I knew that when I tried that with the first graders (from my practicum) I had a lot of issues with it, it did not stopped me to include it in this first implementation; again, as it was planned, I used English to give the explanation, so they did not understand the command, but then I gave them clues about what they had to do by drawing on the board the horseshoe and telling them to move their chairs while moving my hands some students got the idea but some others were confused so they were constantly asking “Profe que hay que hacer, no entiendo” and “profe en Español”

In the journal made on April 11th the researcher expressed that although he had some problems regarding changing the seating management while doing the practicum he wanted to try it again in this context. He used English to give students the explanation of what they had to do, which was moving their chairs; nonetheless, students did not get the command; that is the reason the researcher draw on the board the horseshoe shape and he used body movements such as moving his hands in order to let students know what they had to do, that strategy worked for some students but few of them were confused since they started to use



Spanish to ask the teacher what they had to do; in that moment they used sentences such as ‘teacher what we have to do’.

What is evidenced on these excerpts is how and in which situations Spanish was used by the students. As English was intended to be used as the main bridge to teach content, the researchers had in mind that English was going to be used in all their implementations as a main focus but maintaining the balance with the content taught; however, while delivering each one of the implementations the researchers by analyzing the different observations and journals found that there was a need to use the mother tongue in order to let students express their concerns about the tasks and topics taught.

In that order of ideas the use of L1 in the implementations was not intended to be done in several parts of the lesson, but as it was stated on the journals and observations, not only the students but also the researchers-teachers had to use it; this is found as a challenge by the researchers of this project since it was not expected inasmuch as CLIL and its ‘dual-focus’ Gabillon & Rodica (2015) was not going to be the ‘ideal’ balance between L2 and content but the connection between L1, L2, and the content itself. The idea of using the L1 and L2 in the classes by teachers-students is not as similar as it was in the study made by Dávila (2016) in which it was found that the students used English, as L2, most of the time in their content classes; they not only used the language learned at the classes but also showed usage of the previous information acquired about it, all of that resulted in an active participation of students in each one of the activities proposed by Dávila. Those classes were communicative ones since students were willing to use the L2 inside the classroom and also, they use it according the content that was taught on it. By saying the above, the researchers of the current project do not want to mean that the participants of this research did not use the language, but it did not have the higher L2 usage and positive impact shown in Dávila’s (2016) study.

Although the study made by Dávila (2016) shows that the L2 was used without mayor problems by students and teachers in most of the classes, the study made by Flores (2017) evidenced a relation with the current research since in this one there was an evident issue in the language used inside the classroom. In his study was found an issue with the usage of L1 and L2 in each one of the classes since when the teacher tried to explain something in English he realized that some students did not understand what he was trying to explain them, which finally affected the balance between L1 and L2 inside the classroom, as a result, as it was done in this project, the researchers had to adapt and even translate the English explanations, suggestions, and questions because some of the requirements students had (Flores, 2017).

The use of L1 inside CLIL environments was evident in this project since it was used in each of the implementations; however, the researchers tried to maintain it in a lower usage grade; the translation used and showed in some of the extracts evidence it, because the L1 was just used in cases where learners had to express misunderstandings. This is similar to the findings shown in the study made by Mariño (2013) in which learners in some of the conversations and tasks were using Spanish in order to ask the teacher about things they did not know or asking for clarifications they did not understand; for example, ‘*and are poquitas, ¿cómo se dice poquitas?*’ on it is evidenced that students changed from L2 to L1 in order to ask the teacher how to say something, in other words they were asking the teacher for clarifications about a topic.

While in the previous finding the usage of the mother tongue by the students in cases where they needed explanations or had doubts about topics was evident, in the following one it will be showed that not only the students had to use their mother tongue in order to express something specific, but also the researchers had to use it when teaching their classes.

### **6.2.2 The use of L1 by the teacher in order to explain, give instructions and clarify doubts.**

The second part of the finding about the L1 use in the classroom focuses on the mother tongue used by the teachers while implementing their lessons, the main use of the mother tongue in this finding evidenced that it dealt with explaining, giving instructions, and clarifying doubts.

As it was mentioned before, this aspect was considered relevant since it deals with the one of the research questions which is related with what could be evidenced while doing the implementations, the researchers took into consideration the students' mother tongue, so they realized that it could not be omitted during classes, as a result, in some of the classes Spanish was used by them in order to explain some activities or topics that were confusing; with the intention of show evidence of what is being said, the following extracts will demonstrate the use of Spanish by the teachers in different implementations.

The following insight from one of the researchers shows how Spanish was used inside the classroom due to students did not understood what he was trying to explain. The code used to present that journal is **L46-50/Journal2/April25JD**

As I finished explaining about what students had to do with the silk paper, which was creating silk paper balls, I had to do it again due to most students do not get the instruction in English and they were talking in Spanish, as I was not in mood to explain and repeat in English again, then I switched to Spanish to call their attention and explain.

In the journal made on April 25th the researcher intended to explain that when he finished explaining about the task that was creating silk paper balls with the pieces of silk paper students had, he realized that most of the students did not get the instructions inasmuch

as they started to talk with their partners in Spanish and were distracted; since the teacher was stressed due to that misbehavior he decided to switch to Spanish in order to, first call students attention and finally when he got their attention, to explain what the activity was about.

In the next extract it is evidenced the use of Spanish by one of the researchers in order call student's attention. The coding done to represent the observation is

**Obs#4;JuanCorrea;09/05/18;L45-49**

Since at the beginning of the class students were misbehaving, the in-service teacher wrote in the board the name of two students and highlighted them, after doing that he told in Spanish “estos estudiantes no irán a la sala” with the purpose of making the group understand that they had to behave better if they wanted to go to the computers lab.

In the observation made by the researcher on May 9th it is shown that the in-service teacher helped the researcher to control the class since students were misbehaving; he wrote the name of two students on the board and those two names were highlighted in order to be seen by the rest of their classmates, after doing it, the teacher using Spanish told all the classroom that if those students kept misbehaving they were not going to be able to participate on the following class, which was about going to the computers' lab, that was done with the purpose of making the rest of the classroom be aware that they were going to be punished if they misbehaved.

In the next extract the researcher showed that Spanish was used during his class because students were not paying enough attention affecting the whole activity since they could not do it correctly or were not doing it. The code made for that journal is **L61-**

**67/Journal1/April11JD**

In the pronunciation I noticed that some students were not pronouncing so I told them that I needed to listen them repeat and I moved my hands raising them and they got the idea that they had to pronounce them louder, which lead to the students that were not pronouncing... to pronounce, the problem was repetitive so I had to tell students “Niños repitan mas duro con buena pronunciación, alla atrás no están repitiendo” so students understood that they were observed so their participation improved a little bit.

This journal made by one of the researchers took place on April the 11th, in which he expressed that while doing one pronunciation activity he noticed that some students had some difficulties while pronouncing words in English and few of them were not even pronouncing them, that is why he used the strategy to repeat the instruction and use body movements in order to be understood; at one moment it seemed to work since some of the students that were not pronouncing started to do it; nonetheless, few students did not pronounce that is why the researcher decided to use Spanish in order to let them know that he was paying attention to them and tried to engage them with the activity, which finally seemed to work.

The following extract shows the researcher's observation and the use of Spanish by the teacher in one class delivered, in that class Spanish was used in order to give a clarification about what students had to do. The observation code was **Obs#3;JuanCorrea;02/05/18;L45-**

**49**

Teacher asked only one person of the classroom to read all the shapes, the student did not understand clearly what he had to do so the teacher repeated in Spanish “leeme todas las formas por favor” the student started but he failed on circle (octagon). Then he asked for another student, he failed on square (pronunciation) then other volunteer did it correctly, but he hesitated a little bit.

In the observation made on May 2nd the observer expressed that while the teacher started to call students to do a task, which was about reading the shapes that were taught that day, the students that were called did not understand what they had to do, that is why the teacher used Spanish and told the student using his mother tongue to do the task using the phrase: ‘please read all the shapes’ at that moment all of the participants got the main idea of what they had to do; however, some of them failed because they did not read it correctly or failed in pronunciation.

What is evidenced on these excerpts and both findings regarding teacher-students is related with how Spanish was used during the implementations. Although one of the main objectives of the research was to determine the impact of teaching Arts through English, the use of the students’ mother tongue could not be omitted during the classes.

As it is explained by Coyle et al. (2009) Content and Language Integrated Learning aim is to teach a language different from the one students are used to, in other words using a language different from the native one to teach a specific content; however, as it was evidenced in this finding, the mother tongue was present in the implementations, which shows that the ‘dual-focus’ goal of teaching content and language at the same time in a classroom Gabillon & Rodica (2015) was affected by the L1 in positive and challenging ways; it affected in positive aspects such as explaining easier the topics and difficult meanings, but it affected negatively in maintaining the balance between the L2 and the content. All of the previous is also supported by the idea that maintaining the balance of content and language, which means integrating CLIL in classes is a difficult task for teachers (Bentley, 2010).

Although Spanish as the students’ and researchers’ mother tongue was not intended to be used by the researchers, in their journals and observations it was highlighted that in the

implementations was present; this can be contrasted with the study made by Lasagabaster (2013) in which the use of L1 was contemplated by most of the participants, which were teachers, as positive since they considered that it would help certain teaching situations such as explaining abstract concepts, clarifying things, check students understanding among others that may be difficult to explain in L2. Most of what is said in this study supports what is evidenced in this finding since Spanish was used by the researchers playing the role of teachers in order to give explanations about the topics, activities, tasks, and commands students did not understand. In addition to it, Lasagabaster (2013) divides his findings in one which deals with how L1 can support L2 by helping the students who find difficult to learn language and gradually increase their English use in a CLIL setting such as the one involved in this project.

What is also evidenced on the Lasagabaster (2013) study is that the teachers that provided their insights had certain similarities with what is shown in these findings excerpts regarding the use of L1 to call students' attention, since the researchers considered it was better to use Spanish to make them attentive in classes, inasmuch as when they tried to do it in English students did not understand the attention calls and kept misbehaving; however, when they switch to their mother tongue and called students attention it worked, which corroborates what this finding is stating and also its connection with what is explained in Lasagabaster (2013) study.

In relation to the difficulty to maintain a balance between both languages L1, L2 and their respective use inside the class, the researchers found that although the use of L1 had to be limited to the aspects mentioned by the findings of Lasagabaster (2013), certain similarity of that challenge was found in the study made by Flores (2017) in which is stated that the use of L1 was present in many classes since his students were English language novice learners, and that was confirmed when he tried to ask if something was clear using L2, at which

students did not respond and were confused, that is why the inclusion of L1 in his classes; as a result, Spanish was used in there as it was used in this research: to keep using both languages as a bridge to communicate with students and take advantage of the different situations. (Flores, 2017).

In order to answer some of the research questions the previous findings were stated specifying aspects such as the lack of experience in lesson planning affecting two aspects that were timing-pacing, and the use of Spanish by both teachers and students; in the following, the researchers made the following finding which deals with the effects students had while researchers taught content in a foreign language.

### **6.3 The effects of teaching English through CLIL in Arts**

During the classes taught in the implementation, students evidenced positive and challenging effects during the development of the implementations.

Throughout the process, students had to understand instructions and explanations as well as developing activities directed to learn content of Arts using CLIL as the methodology; From this process, the researchers gathered information during the sessions to evidence the effects that the process had on students with the purpose of answering one of the research questions about the effects of teaching Arts using CLIL methodology on students' English performance; to determine it, observations formats and journals were used. The effects found through the implementations will be presented into the following sections; The first one will present the positive effects of teaching Arts in English through CLIL while the second is related to the challenging or difficult effects found. Per each section, two excerpts taken from both, journals and observations will be presented and explained and at the end there will be discussed different positions about their implications in the research.



### **6.3.1 Positive effects on students from teaching Arts using English through CLIL**

Positive effects or positive outcomes can be defined as the visible elements or features that resulted from the implementation of the classes after a determined period of time; during this process, it was evidenced that students increased their motivation in relation to the development of the classes since it was integrated elements that they liked into the activities proposed in class, as a consequence, they were engaged and with a positive attitude as well as committed to complete them.

Also, in the sessions it was evidenced that the Art class using English as the bridge to communicate using CLIL as the methodology improved the students' team work since the activities were directed to be developed in groups; At the same time, students presented a certain degree of autonomy, which is considered as one of the elements that lead to a meaningful class development. The researchers aim to present the aspects mentioned before during the activities proposed in the students' performance; the following excerpt will serve as evidence of this **Obs #2; JCM; 25/04/18; L 73-77**

They seem to be happy. In fact, they are talking among themselves within the groups on their seats ripping the paper, making silk paper balls, and putting them inside the plastic cups to create the Colombian flag, each of them were doing something by their own. They also divided the work by giving to each member of the group a plastic cup and a piece of silk paper.

The excerpt is a fragment of an observation report done in the second class of the implementation developed on April the 25<sup>th</sup> of 2018, the researcher intended to highlight that students were developing the activity in groups as expected where they distributed the work among the members, they showed willingness to achieve the objective of the class by supporting each other, it was an aspect that is strongly related to team work. The aim of the

lesson was to create the Colombian flag using the materials presented in the excerpt following a certain process, it is also important to highlight the fact that students seemed to have a positive attitude since in the excerpt, the researcher expressed that the students seemed to be happy, this means that the students were comfortable with the activity and they were enjoying what they were doing.

The development of the activity, there were some particular aspects that were interesting; for example, although students were actively cooperating with each other working as a team, students were also developing an individual work with a considerable degree of autonomy since they were not asking for help to each other, they were concentrated on doing what they had to do to complete the task faster since time was limited; for example, when one of the members was putting glue in the plastic cup, another one was preparing the silk the paper to make paper balls, at the same time, another member was ripping it and so on.

The previous excerpt was focused on highlighting the students' team work, autonomy and engagement in the activity; nonetheless, the following excerpt focuses on how students developed another activity where they had similar attitude **L 95-103/ Journal 2/ May 2**

no se notaban de mal humor, perdidos o con poco interés. Contrario a esto, desde que pedí comenzar la actividad, estuvieron comprometidos desarrollando todo normalmente de manera autónoma, en donde con gran interés, dibujaban las formas requeridas e iban creando los paisajes hablando a su vez entre ellos y compartiendo ideas, pero enfocados a terminar cada uno su dibujo.

This excerpt is a fragment of the second journal done on May the 2<sup>nd</sup> of 2018 which serves as a complement to the excerpt previously shared; in this one, the teacher proposed a different activity to be develop individually where the hobbies of the students were integrated; since the teacher knew that one of the activities they liked to do was drawing, the researcher in charge of conducting the class took advantage of it and proposed a task where

students could develop it by including a teaching purpose related to the learning of the geometrical shapes, the task consisted on creating a landscape by using those forms and shapes taught; to do so, the students organized themselves and started to share their own ideas actively but working autonomously in their own production, this happened while they were developing the activity. Having in mind that students were doing something that it like a lot, they were engaged and motivated during the whole process.

This finding is then related with the positive aspects perceived in the students' engagement, motivation, autonomy, and positive attitude towards the activities proposed in the classes. In relation to classroom development, Harmer (2007) points out that in order to engage students, they need to be included actively in the activities and tasks since this can produce emotional attachment, which is an important factor to consider when working with kids and perhaps in the long term, motivation and autonomy will be present. This position according to Krashen (1982), can influence the process of language acquisition in the students since their emotional state as well as their good attitude towards learning are very relevant for the process of understanding; Nonetheless, the term attitude based on Lasagabaster & Sierra (2009) citing Sarnoff (1970) is defined as the disposition of reacting positively or negatively to a session, this plays an important role during the process of acquisition of a second language since these affective variables can increase or decrease their motivation, which according to William and Burden (1997) is defined as a state of cognitive arousal which provokes in a individual the decision of acting to achieve a previously set goal.

A similar perspective is stated by Gardner (1985), who perceives motivation as an element that integrates both, cognitive and emotional aspects that inspires a person to reach what he or she wants; the two authors already mentioned before agree in the sense that they consider that when students are influenced by a positive desire, their learning process become more efficient during development of the activities, it can be said that their degree of

engagement and motivation can benefit the development of activities based on the CLIL methodology; In addition, Marsh (2000) states that CLIL can nurture a feel good attitude in students and among them, since it reinforces their learning and language competence improvement, this is positive in the sense that their attitude can increase their interest on the activities as a consequence.

Additionally, in the study developed by Davila (2016), it is described that during his implementations using the CLIL methodology, engagement on students was evidenced since it was manifested through their active participation and during the individual work; in there, individual work is closed related to autonomy, which according to Yagcioglua (2015) citing Scharle & Szabo (2000), is conceived as the freedom that an individual possess to manage his or her own matters and guide him/her to make decisions about it. The perspectives and experiences previously presented have similarities with our research in which the same behavior was highly perceived by the students involved in the current research when they developed individual or group activities, this is meaningful since teamwork according to Harmer (2011) encourages students to cooperate and negotiate more than when pair work is proposed, a positive aspect that team work has is in the fact that it is still more private in comparison to working in front of the whole class, this allow students to feel comfortable during the activities, and also it improves their social interaction.

### **6.3.2 Challenging effects on students from teaching Arts using English through CLIL**

Challenging effects can be defined as the aspects that determines if students are having problems or difficulties in particular aspects of a class; for example, there are variables that indicates if students are following the teachers' guidance in a topic of a lesson, or if the students are concentrated and interested on what they are learning; different from this, there

are other elements that can indicate if the students are influenced by certain factors that are affecting their behavior when a class is in progress.

During the development of the implementations, it was perceived that students sometimes had difficulties in understanding instructions when developing activities, but also misbehavior was a factor that affected the development of tasks and activities as well as the class in general terms. The elements previously mentioned were evidenced during the implementations as it is presented in the following excerpt **L 14-16/ Journal 3/ May 9**

les pregunte en Ingles si sabían cuál era el nombre de la forma que había señalado en el tablero, ellos estaban perdidos, no sabían que se les estaba preguntando, algunos rápidamente perdieron el interés y empezaron a hablar con otros compañeros, ni trataban de adivinar imagino yo, quizá por la confusión que el uso de otro lenguaje causa en ellos.

The excerpt is a fragment from the third journal done on May the 9<sup>th</sup> of 2018 in which the researcher who conducted the class, highlighted the presence of language barriers related to the use of English which affected the students' understanding in a class oriented to teach geometric shapes as well as the learning of the students' names and its spelling. In the excerpt, it is expressed that students did not comprehend what the teacher was asking, perhaps due to their language proficiency level. The researcher noticed that this lack of understanding caused a decrease on the students' interest provoking distraction; consequently, this lack of attention affected the development of the class itself since it was a factor that caused misbehavior in the sense that students preferred to talk to each other instead of participating or paying attention to the teacher.

In the previews excerpt it was identified certain elements that occurred in the class that affected the development of the lesson; nonetheless, the following excerpt is related to a

different class in which similar characteristics were identified **Obs#3; JD; 29/05/2018; L 122-124**

As students did not understand the teacher's instructions about what they had to do with the 'planas', which were about drawing a geometrical figure in their books, they started to walk around and talk with their partners, they seemed to be disinterested on the class.

The excerpt is a fragment of an observation report done in the sixth class of the implementation on May the 29<sup>th</sup> of 2018. In this fragment, the researcher intended to mention that during the development of the class focused on explaining the psychology of colors where students were asked to draw a 'plana', they did not understand what they had to do; as a consequence, they started to get distracted and disinterested for the activity, they started to move around the classroom so it caused misbehavior which affected the development of the class. The activity consisted on developing an exercise where they had to draw a figure in several lines in their notebooks.

The two excerpts previously presented shared the same problematics, during the two classes addressed there was evidenced that there were significant issues related to the students' understanding of instructions as well as behavioral problems.

This section is then related with aspects that were frequently noticed in the implementations that interfered in the students' understanding and affected their behavior. Coyle, et al (2010) points out that Communication, one of the 4c of CLIL, has an important influence in the participation of students in the class because it is used to teach and learn content, share ideas, and express thoughts. In this sense, negative effects were evidenced due to the lack of understanding and problems in communication that served as linguistic obstacles that prevented students to participate and get involved during the sessions; specifically, the giving of instructions was one of the major issues.

According to Scrivener (2011) and Ur (1996) cited by Sowell (2017), giving of instructions is an element considered as a determining factor that can help to develop a lesson successfully or it can make it a failure; In addition, Sowell (2017) states that instruction giving has a direct influence on the learning process since it determines if a lesson or activity becomes a mayhem when students do not comprehend clearly what they are asked to do; however, he highlights the fact that it is an element that is very complex for both, native and nonnative language teachers.

On the other hand, considering that the giving of instructions is an element that benefits or affects in a considerable degree the students' understanding, it also causes on students frustration, which is an aspect that decreases their concentration in some moments of the class, this was a relevant issue found during the sessions where the teacher used English as the medium to convey meaning and give instructions which, as a consequence, caused misbehavior in the students. Harmer (2011) citing Wadden and McGovern (1991) highlights the fact that misbehavior can adopt many forms; some of them are related to disruptive talking and inaudible responses due to noise contamination among others.

#### **6.4 Students' progress regarding content and language learning before and after the process of implementation.**

At the beginning and at the end of the process of implementation of the project in the primary school, a diagnostic test was conducted with two main objectives; the first one was to determine what students knew in relation to Arts and English content using certain base topics and vocabulary; the second, was to compare its results in both tests to determine the impact of the implementation conducted by the researches to evaluate and compare the students' progress in regards to language learning and content before and after the process.

To teach students content from Arts through CLIL using English, the researchers needed to have a view about what students knew in relation to the subject as well as their linguistic knowledge in English having in mind that working with CLIL requires a previous process in order to be effective and meaningful; to do so, it was needed to include a data collection instrument that allows the researchers to gather information about the elements mentioned before; however, the instrument had to be effective and clear when measuring the students' process in both, Arts content and English learning with the purpose of making conclusions about the effectiveness of the implementation and its impact; as a result, it was determined that a diagnostic test applied at the beginning and at the end of the process was appropriate for the current research since it allow the researchers to gather quantitative data; but at the same time, it allow them to interpret the results obtained to determine the impact on students and their progress after the project.

In relation to the implementation and the design of the Diagnostic tests as the instrument to collect data, it was decided to apply the instrument with 10 students who were selected through a random sampling method where 2 girls and 8 boys were chosen. The information obtained from the test aimed to determine the students' language and content progress through the integration of Arts content and English.

In that sense, this finding reports the results from the diagnostic test before and after its implementation and they will be compared to evidence the impact and progress on students regarding content knowledge in English and Arts.

Before presenting the results, it is necessary to clarify that diagnostic test applied before the implementations will be addressed as ***Diagnostic test 1*** from now on, and the second diagnostic test applied at the end of the implementations will be addressed as ***Diagnostic test 2*** to facilitate comprehension.



It is important to mention that the **Diagnostic test 2 in relation to Diagnostic test 1** have certain differences in the design; for the case of the **Diagnostic test 1**, it was included five items which aimed to evaluate content regarding the primary and secondary colors, geometrical shapes, and Art supplies vocabulary; nonetheless, considering that the implementation process had some unexpected changes in relation to the topics addressed, the **Diagnostic test 2** was modified and it included eight (8) items which aimed to evaluate the same content the **Diagnostic test 1** tested, but this test included extra items in relation to vocabulary about 3D shapes. The items added were included in the graphic were the comparison of the results of both tests was presented.

The presentation of the results will be organized using the following three sections, the first one is the presentation of the results obtained in the **Diagnostic test 1**, the second one is the presentation of the results obtained in the **Diagnostic test 2**, and the third one is the presentation of the comparison of the **Diagnostic test 1 and 2**. At the end, there will be a section that aims to discuss the considerations about applying tests to measure progress and impact in a process based on theory and researchers that used CLIL.

The presentation of the results obtained in the Diagnostic tests consists of a graphic that contains certain data, the data will be differentiated by using a different color according to the type of information that it contains; then, the process of presentation of the following sections will be the same already established.

### **Presentation of the results obtained in the Diagnostic test 1**

The following graphic will report the results obtained in the **Diagnostic test 1** composed by five items, each item corresponded to the following topics:

**ITEM 1:** Primary colors (yellow, blue, red)

**ITEM 2:** Secondary colors (orange, green, purple)

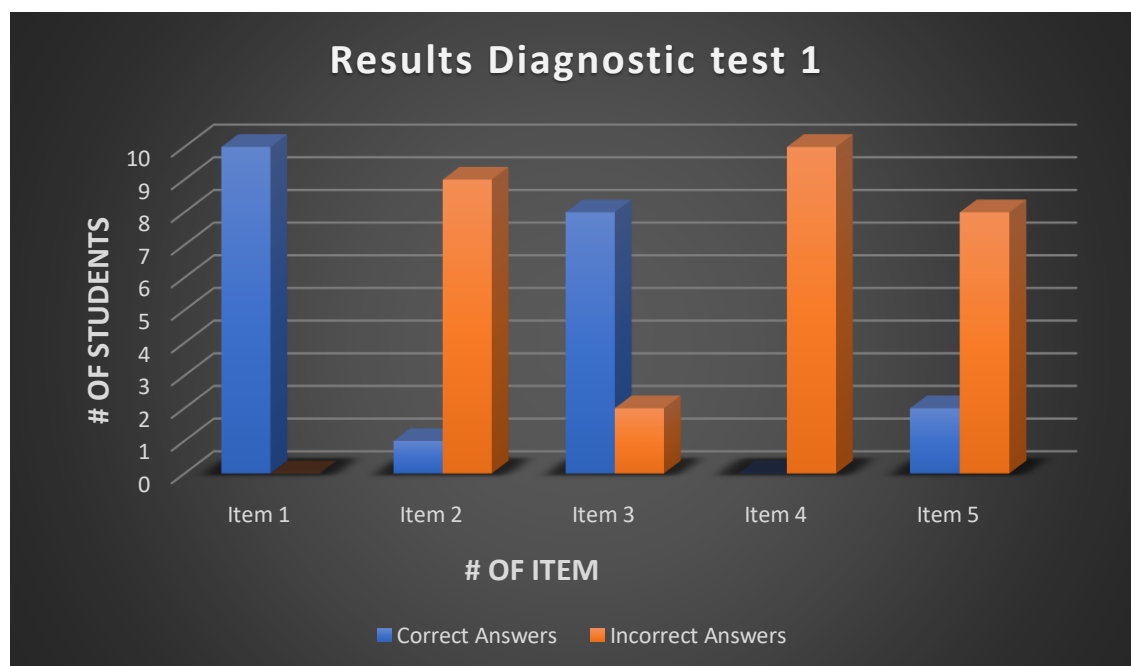
**ITEM 3:** Geometric shapes 1 (circle, square, triangle)

**ITEM 4:** Geometric shapes 2 (star, rectangle, pentagon)

**ITEM 5:** Arts supplies (paint, scissors, colors, pencil, notebook, ruler, glue, paper)

The items mentioned were proposed in the test by using three types of question; filling the gaps, multiple choice question and matching.

To facilitate comprehension, the graphic is composed by two bars with two colors: The blue bar corresponds to the number of students that answered correctly the specific item, and the orange bar corresponds to the number of students that answered incorrectly the specific item. The graphic contains the answers of the ten students selected randomly and the number of items as well, having the previous elements clear, the results obtained in the test were the following:



From the graphic, it can be interpreted that the results were mainly negative since three of the five items proposed were answered incorrectly by a minimum of eight students, in relation to the correct answers, eight students answer two items; it can be said that students had certain background knowledge in relation to the topic; nonetheless, considering that some of the items were formulated using a multiple choice type of question, there was the possibility that they guessed the correct answer. Using statistics, it can be stated that 40% of the test was positive and 60% negative. As a result, it can be concluded that the **Diagnostic test 1** helped the researchers to understand that there was a lack of content and language learning even though they had some kind of idea of what they were asked to answer. The appendix number 5 provides the results of the student number 1 on the application of the **Diagnostic test 1** regarding items number 1, 2, 3, and 4. ([See Appendix 5](#)).

### **Presentation of the results obtained in the Diagnostic test 2**

The following graphic will report the results obtained in the **Diagnostic test 2** composed by eight items, each item corresponded to the following topics:

**ITEM 1:** Primary colors (yellow, blue, red)

**ITEM 2:** Secondary colors (orange, green, purple)

**ITEM 3:** Geometric shapes (circle, square, triangle)

**ITEM 4:** Geometric shapes (star, rectangle, pentagon)

**ITEM 5:** Geometric shapes (hexagon - heptagon - octagon)

**ITEM 6:** 3D shapes (oval - cube - cuboid)

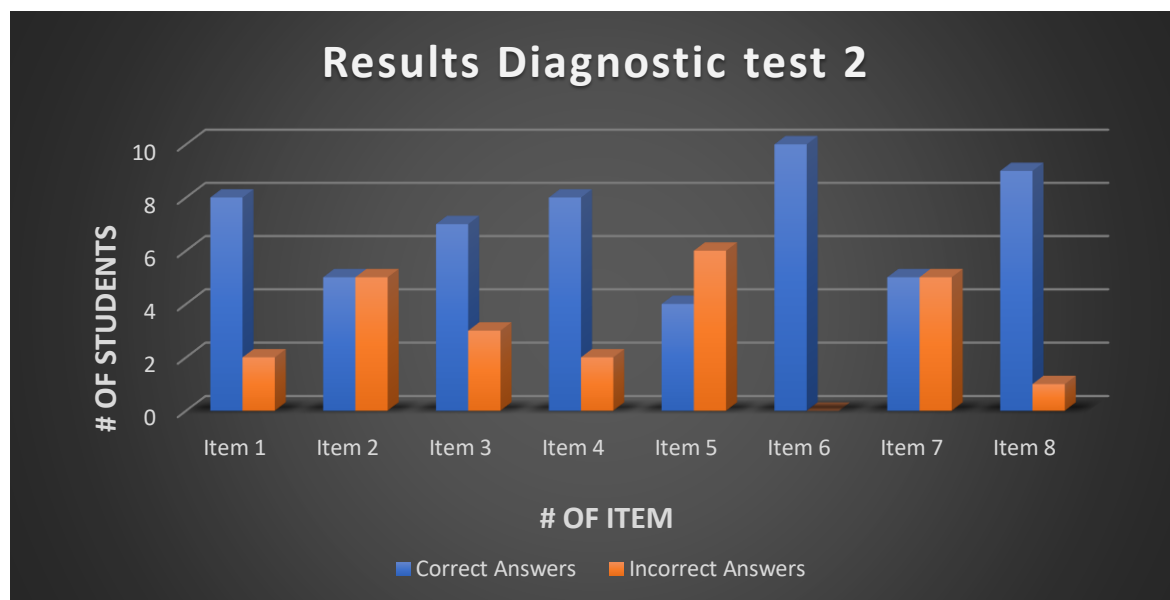
**ITEM 7:** 3D shapes (cylinder - pyramid - Sphere)

**ITEM 8:** Arts supplies (paint, scissors, colors, pencil, notebook, ruler, glue, paper)

Due to the fact that during the implementations students seemed to improve their domain in the topics taught, the multiple choice type of question was discarded in order to increase the level of difficulty of the test in its second application, the type of questions proposed for the **Diagnostic test 2** were only the filling the blanks y matching type of questions; in addition, three items were added due to the changes and modifications that the

planning experienced during implementation, but also the items were added in the test with the purpose of making it more challenging for students as well. The explanation of the following graphic will maintain the design of the one previously presented, in relation to the

**Diagnostic test 2**, the results were the following:



The graphic is composed by two bars with two colors: The blue bar corresponds to the number of students that answered correctly the specific item, and the orange bar corresponds to the number of students that answered incorrectly the specific item. The graphic contains the answers of the ten students selected randomly and the number of items as well. Having explained the previous elements from the graphic, it can be interpreted that the results were mainly positive considering that the students answered most of the items correctly; the minimum number of students that answered correctly were four and the maximum were ten. From the 8 items, 5 of them had more positive answers and only two had the same number of corrects and incorrect answers.

Based on the analyses previously shared, it can be state that the 62.5% of the test was mainly positive, 25% of the test was balanced, and the 12.5% was negative; as a result, it can be interpreted that the **Diagnostic test 2** was mainly positive since it proved that the students

had a meaningful progress in relation to their content and language learning based of the sampling gathered after the implementations. The appendix number 6 provides the results of the student number 1 on the application of the **Diagnostic test 2** regarding items number 1, 2, 3, and 4. These results can be compared with Appendix number 5 to evidence improvement. ([See Appendix 6](#)).

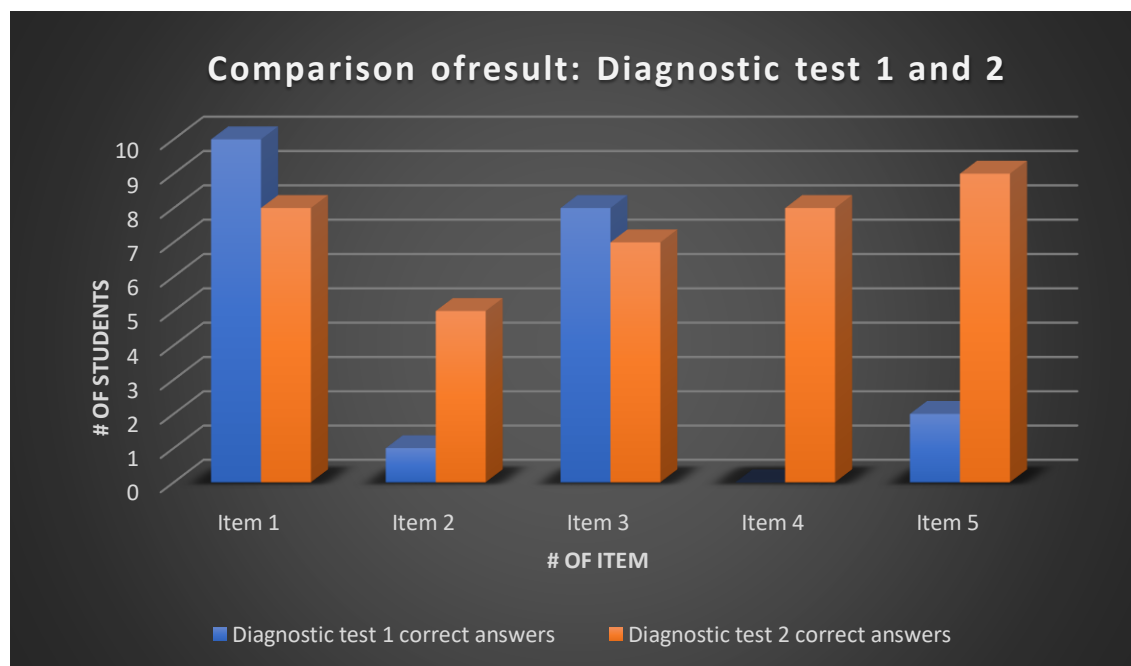
It is important to clarify that the first four items of the Diagnostic test 1 were placed in the same order in the Diagnostic test 2; nonetheless, the item 5 was set as item number 8 during the second application.

### **Presentation of the comparison based on the results obtained in both, Diagnostic test 1 and 2.**

The following graphic will report the comparison among the results obtained in the **Diagnostic test 1 and the Diagnostic test 2** with the purpose of making evident the improvement, progress and impact that the implementation had on the student's content and language learning process.

It is important to clarify that the following graphic only integrates the items that both, **Diagnostic test 1 and 2** shared in order to make the comparison to see if their improvement was real; nonetheless, the three items evaluated in the **Diagnostic test 2** serve as support that proves the student's domain over new topics. In addition, the graphic will maintain the same format used in the two graphics already presented.

Different from the graphics previously presented, the following graphic is composed by two bars with the same colors: nonetheless, the blue bar this time corresponds to the number of students that answered correctly the item in the **Diagnostic test 1** and the orange bar corresponds to the number of students that answered correctly the item in the **Diagnostic test 2**. Having in mind the aspects mentioned, the final results were the following:



Based on the graphic, it can be stated that the results of the **Diagnostic test 1** were mainly negative and low (blue bars) compared to the results of the **Diagnostic test 2**, the graphic evidence that the student's performance at the end was better including higher results (orange bars).

Two of the items (item 1 and 3) had better result during the **Diagnostic test 2** (item 2, 4 and 5), this means that 40% of the results were better during the **Diagnostic test 1** but 60% were better during the **Diagnostic test 2** concluding that there was an improvement of the 20%; in addition, it needs to be considered that the results in certain items were very different; For example, while item 4 during the **Diagnostic test 1** had 0 students who answered it correctly while eight students did it correctly in the **Diagnostic test 2**, the same is evident in the item 5 of the **Diagnostic test 1**, which had two students who answered it correctly but, but nine students did it correctly during the **Diagnostic test 2**. Based on the previous, progress on learning of content and language was perceived after the implementation. The appendix number 7 provides the results of the student number 3 of the sampling on both tests regarding items 1, 2, 3, and 4. ([See Appendix 7](#)).

The comparison of both Diagnostic tests showed that the content of the subject was learned and improved throughout the implementations. Coyle, et al (2010) state that content must be shared, transmitted, and reflected with the help of teachers in this sense, it is evidenced that after the classes taught by the researchers, the students' content knowledge was improved establishing a clear difference evidenced at the end of all implementations. As a result, the students involved in the research had better results. Besides, the previous denotes at the same time Progression, one of the characteristics of CLIL which deals with improving students' language skills from using speaking, writing, grammar or visual aids creating new knowledge students can apply (Coyle et al., 2009). From the classes, many exercises, explanations, and activities that involved the previously mentioned were conducted which according to the results, improved student's language skills and were put into practice to answer the final diagnostic test.

In addition, a study conducted by Mattheoudakis et al. (2016), which was focused on implementing a process of teaching Geography in English through CLIL used three tests about three different topics; the results obtained help the researchers to conclude that higher scores were perceived in 2 of the 3 tests applied with the experimental group; the results obtained proved that CLIL had an evident positive impact in relation to foreign language learning in primary educational context.

A similar result was evidenced in the study carried out by Jaramillo et al. (2014) where an OOPT (Oxford Online Placement Test) was conducted to implement a dynamic bilingual model into different subjects of the school curriculum such as mathematics and social sciences, with four language teachers, seven content teachers, thirty-six primary students, and one hundred-two secondary students in a public institution in Pereira; the results obtained in the test helped the authors to conclude that through the implementation of the research using CLIL and Translanguaging, the students and teachers gained experience and improved their

language skills, their language proficiency level, and their empowerment of ideas. Those elements influenced on the students' mindset in relation to the perspective they had about English language learning and the same occurred in the perspectives of the teachers in relation to the improvement of the planning skills since they found that they could innovate and apply new teaching techniques.

To complement, the results of the Oxford Online Placement Test evidenced that there was a positive impact after the implementations having in mind that the 56% of the students achieved levels related to language proficiency of A1, A2 and B1 on the test, the results mentioned are closed to what the ministry of education states on the English language standards regarding the level expected from students in primary and high school. Based on the studies previously addressed and in the results of the current project, it is proved that CLIL has an impact of the student's language and content learning.

## **7. LIMITATIONS OF THE STUDY**

Throughout the development of this research project there were few problems that affected the way the researchers delivered their implementations. The problems faced during the implementation and design of the classes were regarding time, in-service teacher's requirements, and materials available.

The researchers did not have enough time to develop all the classes since there were some problems with one celebration, which was holy week, that affected the beginning of the practical part of the project; as a result, the research started three weeks later than expected, since at the beginning of the research it was thought that there were going to be 10 to 11 implementations; however, there was only room for 6. Besides, the time that each one of the classes took was affected by the '15 minutes-reading', in which at the beginning of each one of the classes students have to read any book for 15 minutes.



Another limitation were the requirements the in-service teacher demanded while delivering and designing the classes, due to aside from the 15 minutes-reading task students did, the in-service teacher told the researchers that they had to include in each one of the classes a design that students had to draw on their notebooks, which took part of the lesson design and also 20 to 30 minutes of each one of the lessons. Since researchers did not want to have any problem by denying the teacher's demands, they agreed to add what they call 'planas' in each one of the lessons. [See appendix 8.](#)

This limitation was also reflected on the journal made by one of the researchers in which it is explained that students were used to drawing on their notebooks at the end of each one of the Art classes and as it was a demand of the in-service teacher the researchers had to do it and include it in the lessons. **L115-118/Journal1/April 11JD**

At the time I was revising students' work they started to ask me that they wanted to do 'planas', and they were very insistent. I thought and remembered that the in-service teacher demanded us that we MUST do 'planas' in each one of the arts classes, I decided to move to the drawing activity.

In addition to the previous problems, there was a problem regarding availability of materials since at the beginning of the process, the researchers asked the school coordinator and in-service teacher if there were materials for students to work in arts class to which they responded that there was not, and we had to ask students for those materials. Asking students for materials was a problem due to after collecting data about their background knowledge and contexts we realized that they came from different social stratum, as a result some of them could get and buy materials easily while some others could not.

Another limitation was the fact that the researchers were the teachers and observers at the same time; this is considered by us as a limitation since acting in both sides could have

biased the data collected; nonetheless, as there were two researchers, while one was doing the class the other was observing, which gave a balance to that situation and gave another perspective of each one of the lessons implemented as it was done in each one of the journals and observations made.

## **8. PEDAGOGICAL IMPLICATIONS**

In this section will be presented different suggestions and aspects to reflect upon for those who can consider expanding knowledge in the field in which the current research took place.

First, although instructions and commands given during classes should be brief and short, the most important aspect of giving instructions or commands is elaborating them to be comprehended easily by learners. We perceived that students tend to get distracted and misbehave when they do not understand what the explanation or exercise is about; one common reason of it was that students do not understand the teacher's instructions or explanations, at least not every single word. As CLIL demands to use the target language to convey information, it is important to be concise and short in what you must do through this medium and help your speech with body language to make clearer the message and avoid students' negative effects such as misbehavior or demotivation. If students understand what they must do and how to do it, they will be focused on that and will carry out it.

Second, save always extra time for the development of your activities or exercises. When planning, we set time to each stage of the class according to what is going to be developed, but normally during the implementations the reality showed us that people take longer to finish the activities proposed in class. Students do not work at the same pace nor understand the same instructions or information, and because of it, the whole lesson can be delayed or cannot be finished at the expected time, which leads to a disorganization of the

planning and leaving some parts of the lessons incomplete. During our implementations this issue happened, and as a result, some activities were changed as homework for students. Therefore, if you want your planning to be more accurate to the real situations in educational settings, you must consider saving time in advance for each designed activity and always have a plan B for each one of them.

Third, the use of the mother tongue by teachers should not be omitted at all during classes. There are occasions in which teachers need to make use of the mother tongue despite of using CLIL, situations in which CLIL teachers should use the learners' mother tongue would be when giving commands, calling the attention, or clarifying doubts. Use the target language as much as you can specially to address the content of the class but do not hesitate to use the mother tongue when necessary. In our case, some students did not understand the explanations we gave them even when we used body language; as a result, the use of Spanish was our only way to clarify the student's doubts. Teachers must guide the class but not becoming an additional obstacle for students' understanding.

Additionally, students should be allowed to use their mother tongue when necessary. Students must be up to the challenge of interacting in a CLIL class using the target language as it is demanded, but there must be considered that, as ongoing learners, they continuously have doubts and questions that they only are able to convey using their mother tongue so teachers must be aware of that, that is why we consider the use of the mother tongue in those cases not to be omitted or seen as an issue. Teachers should motivate students to use it the less they can, but not turning the action into a punishing the act. Besides, they must be willing to answer what the students need in the best way according to class' goals but considering students' necessities and capacities.

## 9. CONCLUSIONS

In relation to one of the research questions regarding the possible challenges found by the teachers in lesson planning, there were two issues that were identified which affected the development of the process. The first issue found was the teachers' lack of experience in lesson planning which was reflected on the bad distribution of timing-pacing. Assigning proper time and knowing about the students' background knowledge and contexts is mandatory before designing classes. Working with children implies having a set of strategies in order to keep the track of each one of the designed activities or even improvise if any inconvenient arise. Therefore, the type of activities or tasks that are included on the lessons have to be well thought before each one of their implementations, since failure in pacing leads to other challenges when implementing.

In relation to the above, it was evidenced that in each of the lessons it was not stated the explicit use of L1. This factor affected the main idea of maintaining the dual-focus between the L2 and the content taught (Gabillon & Rodica, 2015). Throughout the implementations, researchers evidenced that challenge; nonetheless, the use of L1 in CLIL contexts is not only used by students but also teachers in order to ask and express doubts and explain and clarify abstract concepts. Therefore, L1 use in those type of contexts cannot be omitted since bilingualism's aim is not to put one language over another, but to enrich both of them.

In relation to the effects of teaching Arts using English, there were two focuses which were the positive and challenging aspects of it. The challenging aspect of teaching Arts in a foreign language is that sometimes students do not get the instructions and get frustrated leading to distractions and misbehaviors; however, the positive aspect of teaching this kind of content in L2 is that although students do not get or understand all of the directions or explanations made by the teachers, students are engaged with the subject and the activities

developed. As a result, designing engaging activities depending the topic or subject taught is crucial to maintain students' attention which will help teachers to use L2 in order to explain or introduce topics.

In order to have an explicit evidence of the students' language progress throughout the project and following the idea of the mixed method, the instrument required was a quantitative diagnostic test, which was done at the beginning and at the end of the implementations in order to provide reliable data. After analyzing the graphics shown, it is concluded that students not only improved their understanding of the topics taught, but also the domain and use of the English language, which means that teaching Arts in English affected positively the process of language learning on students.

What was evidenced on the diagnostic test at the beginning and at the end of the process, is that CLIL works in settings like the one involved in this project, since students showed an improvement on the content that was taught and also on the language itself, inasmuch as without this it would have been impossible to teach the planned topics; however, it is necessary to take into account different factors that may affect its development; for example, in the study made by Tsantari (2016) it is concluded that the materials available on CLIL are limited, which means that teachers have to find materials, then adapt them, or even create new ones according the content and the language that are intended to be taught; as a result, all of that process requires big efforts and skills which in summary inexperienced teachers may lack.

Based on what was said before and although there were some challenges at the time of developing this research, there are some suggestions that should be taken into consideration in Colombian bilingual education:

- If CLIL is the teaching method inside a classroom, the teacher should aim to the combination of content and language without focusing just in one of them.
- Teachers should be aware of their students' background knowledge and context since this will help them to organize, design, and develop their lessons.
- As teaching content subjects in a foreign language is complicated for most teachers, in Colombian context is recommended to use CLIL at the beginning of the school's teaching process; for example, at the beginning of each scholar year, in that way students will get used to that way of teaching.
- CLIL teachers should be aware that not only them are allowed to use English inside the classroom, that is why no matter the subject, the students have to be allowed to use the L2 in genuine communication tasks.
- Although the use of L1 cannot be omitted during classes, CLIL teachers should be careful to use it only when they find it necessary.
- As CLIL methodology requires content and language knowledge, it is necessary for teachers that want to use this methodology to keep in constant preparation about the subject they want to teach and the language itself.

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**APPENDIX**

See the appendix in the following link:

[https://drive.google.com/drive/folders/19pTciRnSpIJqGSrnA3zKnm  
cWQZsT90xn?usp=sharing](https://drive.google.com/drive/folders/19pTciRnSpIJqGSrnA3zKnmcWQZsT90xn?usp=sharing)